



**CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION
OFFICE OF WORKFORCE PLANNING
QUALIFICATIONS ASSESSMENT FOR:
RESOURCE SPECIALIST, SPECIAL EDUCATION**

This examination will provide you with an opportunity to demonstrate significant aspects of your qualifications for Resource Specialist, Special Education with the California Department of Corrections and Rehabilitation (CDCR). The information you provide will be rated based on objective criteria created by Subject Matter Experts. The rating will be used to determine your final score in this examination. If successful, your name will be merged onto an eligible list. The list will be used by CDCR Facilities statewide to fill vacant positions. A "Conditions of Employment" form is included in this examination which will allow you to select the location and time base you are interested in working. It is required that you personally complete this examination accurately and without assistance.

You will be evaluated based on your ability to follow directions and read, interpret, and respond appropriately to the questions in this Qualifications Assessment. Candidates who fail to follow the instructions will be eliminated from the examination.

AFFIRMATION STATEMENT

THIS AFFIRMATION MUST BE COMPLETED

I hereby certify that the information provided on this Qualifications Assessment Questionnaire is true and correct to the best of my knowledge and contains no willful misrepresentations or falsifications. I also understand that if it is later discovered that I have made any false representations, I may be removed from the examination and/or the eligible list resulting from this examination, have adverse action taken against me which could result in loss of State employment, and/or suffer loss of right to compete in any future State examinations.

Name (Printed): _____

Address: _____

City/State/Zip Code: _____

Home Telephone Number: _____

Work Telephone Number: _____

Signature: _____

Date: _____

GENERAL INSTRUCTIONS

Read Instructions Carefully

This process is the entire examination for this classification. Therefore, please be sure to follow the instructions carefully as missing or incomplete information may result in disqualification or a low score.

1. Additional instructions are provided on the following pages.
2. The examination is intended to provide candidates the opportunity to demonstrate their knowledge and experience in a variety of areas. It is not expected that you will have experience in all areas.
3. If successful, your name will be placed on an eligible list. This examination enables you to apply for the Resource Specialist, Special Education classification.

GENERAL INSTRUCTIONS (Continued)

The following areas comprise the complete examination for Resource Specialist, Special Education. You must ensure you have addressed each of the following areas:

- Affirmation Statement (Page 1)
- Montoya Act/Felony Conviction Disclosure (Page 2)
- Prior State Employment Information (Page 3)
- Conditions of Employment Form for CDCR Youth Facility Listings Only (Page 4)
- Required Credential Information (Page 5)
- Job Requirements (Page 6)
- Knowledge, Skill, and Ability Assessment (Pages 7 and 8)
- Work Experience (Pages 9, 10 and 11)

YOUR RESPONSES ARE SUBJECT TO VERIFICATION

Please keep in mind that all information provided on this Qualifications Assessment will be subject to verification at any time during the examination process, hiring process, and even after gaining employment. Anyone who misrepresents his/her experience will be subject to adverse consequences, which could include the following actions(s):

- Removal from the examination process
- Removal from the certification list(s)
- Loss of State employment
- Loss of rights to compete in any future State examinations

MONTOYA ACT/FELONY CONVICTION DISCLOSURE

Pursuant to the Montoya School Safety Act of 1997, all persons offered employment with the CDCR's Division of Juvenile Justice, Education Services Branch, shall undergo a thorough background investigation prior to appointment. Pursuant to the Education Code Section 45122 and Penal Code Sections 677 and 1192, "**No person who has been convicted of a violent or serious felony shall be employed by a school district.**"

To review the Education Code Section 45122, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/edc/45100-45139.html>

To review the Penal Code Section 667.5, subsection (c) for a listing of violent felony offenses, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/pen/654-678.html>

To review the Penal Code Section 1192.7, subsection (c) for a listing of serious felony offenses, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/pen/1191-1210.5.html>

Have you ever been convicted of a violent or serious felony?

<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

PRIOR STATE EMPLOYMENT INFORMATION

Complete this next section **ONLY** if you have been previously dismissed from California State Civil Service employment by punitive action or as a result of disciplinary proceedings. **IF THIS DOES NOT APPLY TO YOU, please mark the "Not Applicable" box below and continue to the next section.**

State Personnel Board, Rule 211 provides that a dismissed State employee may only participate in State Civil Service examinations if he/she has obtained prior consent from the State Personnel Board.

Do you have written permission from the State Personnel Board Executive Officer to take this examination?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> NOT APPLICABLE
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CONDITIONS OF EMPLOYMENT FORM FOR CDCR YOUTH FACILITY LISTINGS ONLY

PLEASE MARK THE APPROPRIATE BOX(ES) OF YOUR CHOICE - YOU WILL NOT BE OFFERED A JOB IN LOCATIONS NOT MARKED.

If you are successful in this examination, your name will be placed on an active employment list and referred to fill vacancies according to the conditions you specify on this form. Therefore, before you mark this form, there are some things you should consider. If you are not planning to relocate or are not willing to travel to a distant job location, do not select locations that are a long way from your residence.

TYPE OF APPOINTMENT YOU WILL ACCEPT

Please mark the appropriate box(es) - you may check "(A) Any" if you are willing to accept any type of employment.

(D) Permanent Full-Time **(R) Permanent Part-Time** **(K) Limited-Term Full-Time** **(A) Any**
If all are marked and you receive an appointment other than permanent full-time, your name will continue to be considered for permanent full-time positions.

LOCATION(S) YOU ARE WILLING TO WORK

7231 **NORTHERN REGION** – *If this box is marked, no further selection is necessary.*

YOUTH FACILITIES:

- 3908 **O.H. Close Youth Correctional Facility**
Stockton, San Joaquin County
- 3917 **N.A. Chaderjian Youth Correctional Facility**
Stockton, San Joaquin County
- 0311 **Pine Grove Youth Conservation Camp**
Pine Grove, Amador County

SOUTHERN REGION

YOUTH FACILITIES:

- 5610 **Ventura Youth Correctional Facility**
Camarillo, Ventura County

ADDRESS OR AVAILABILITY FOR EMPLOYMENT CHANGES

Please notify the California Department of Corrections and Rehabilitation (CDCR) promptly of any address changes or availability for employment changes at the following address:

California Department of Corrections and Rehabilitation
Division of Human Resources
Office of Workforce Planning
P.O. Box 942883
Sacramento, CA 94283-0001
Attn: Certification Unit

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MINIMUM QUALIFICATIONS

Possession of a valid Special Education Credential other than an Emergency Credential.

And Either:

1. Possession of a Preliminary Resource Specialist Certificate of Competence issued by the California Commission on Teacher Credentialing.

or

2. Possession of a Clear Resource Specialist Certificate of Competence issued by the California Commission on Teacher Credentialing.

REQUIRED CREDENTIAL INFORMATION

Please indicate if you possess the required credentials for Resource Specialist, Special Education. You must also indicate the credential number and expiration date.

Requirements:

I possess the required Special Education Credential other than an Emergency Credential from the California Commission on Teacher Credentialing.

Credential Number: _____ Expiration Date: _____

And Either

Please mark the appropriate credential(s) you possess:

Possession of a Preliminary Resource Specialist Certificate of Competence issued by the Commission on Teacher Credentialing.

Credential Number: _____ Expiration Date: _____

Or

Possession of a Clear Resource Specialist Certificate of Competence issued by the Commission on Teacher Credentialing.

Credential Number: _____ Expiration Date: _____

CONTINUE TO THE NEXT PAGE

JOB REQUIREMENTS

The following are job requirements. Please respond to each question by marking the appropriate box. If you are unwilling or unable to comply with any of the following job requirements, it may be grounds for elimination from the examination process.

1. Willingness to abide by and adhere to safety policies and provisions (e.g., wear personal alarm, carry whistle, wear protective clothing & apparatus, etc.) applicable to specific work assignments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Willingness to comply with annual Tuberculosis screening requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Willingness to comply with departmental training requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Willingness to report dangerous situations/contraband to supervisors and/or custody staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Willingness to independently supervise youthful offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Willingness to work in a State correctional facility.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Willingness to work with youthful offenders/parolees, including some who may be mentally ill, developmentally disabled, potentially dangerous, infected with contagious diseases such as Hepatitis C, HIV/AIDS, or Tuberculosis, and/or sex offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Willingness to work around peace officers armed with chemical agents and/or weapons.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Willingness to report unethical and/or illegal behavior on the part of departmental staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Willingness to treat youthful offenders in a professional, ethical, and tactful manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. Willingness to participate in team meetings, committees, special projects, etc. as required and/or assigned by your supervisor/manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Willingness to have and maintain sufficient strength, agility, and endurance to perform during stressful situations encountered on the job.	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Willingness to carry equipment and materials weighing a minimum of 25 pounds.	<input type="checkbox"/> Yes <input type="checkbox"/> No
14. Willingness to work overtime and on-call hours as required.	<input type="checkbox"/> Yes <input type="checkbox"/> No
15. Willingness to participate in continuing education specific to your work assignment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. Willingness to maintain your professional license (e.g., teaching credential) in good standing and comply with the ethical standards of your profession (e.g., California Commission on Teacher Credentialing, etc.) and laws related to the practice of your profession.	<input type="checkbox"/> Yes <input type="checkbox"/> No

KNOWLEDGE/SKILL/ABILITY (KSA) ASSESSMENT

For items #1 - #12, please rate your Knowledge, Skill, or Ability (KSA) by indicating the box that best describes your level of the KSA of each of the following areas. There should be one (1) checkmark for each statement. <u>Definition of Levels:</u> <u>Extensive Knowledge, Skill, or Ability:</u> I have effectively and efficiently applied this KSA to an actual job without supervision. <u>Moderate Knowledge, Skill, or Ability:</u> I have applied this KSA to an actual job, but may require general supervision. <u>Limited Knowledge, Skill, or Ability:</u> I have education or training relevant to this KSA, but have not applied it to an actual job. <u>No Knowledge, Skill, or Ability:</u> I have no experience, education, or training relevant to this KSA.	KSA Level			
	<u>Extensive</u> Knowledge, Skill, or Ability	<u>Moderate</u> Knowledge, Skill, or Ability	<u>Limited</u> Knowledge Skill, or Ability	<u>No</u> Knowledge Skill, or Ability
1. Knowledge of the process of the development and implementation of the Individualized Education Program.				
2. Knowledge of academic and Career Technical Education (CTE) subjects/programs and their place and value in a rehabilitative Special Education Program.				
3. Knowledge of the principles and techniques of educational and CTE requirements to provide counseling and assistance in the selection of appropriate academic courses/CTE programs for students.				
4. Knowledge of principles and methods of teaching.				
5. Knowledge of Special Education practices and trends as applied to teaching.				
6. Knowledge of remedial teaching techniques and adapting instruction to ensure equitable participation in an educational program and provide classroom intervention/support.				
7. Knowledge of current technology in order to identify, plan, and incorporate technology in the delivery of Special Education Services.				
8. Knowledge of Special Education modern teaching theory and practice to provide direction and training to staff.				
9. Knowledge of Special Education laws (i.e., Individuals with Disabilities Education Act [IDEA]) and regulations.				
10. Ability to provide leadership and motivation to students to improve their academic achievements, sense of responsibility, decision making ability, and accountability.				
11. Ability to motivate students to achieve academic goals, objectives, instructional competencies, and evaluate personal learning.				
12. Ability to work effectively with other subject matter experts to teach techniques that enhance the active involvement of students to a variety of subject matter materials.				

KNOWLEDGE/SKILL/ABILITY (KSA) ASSESSMENT (Continued)

For items #13 - #21, please rate your Knowledge, Skill, or Ability (KSA) by indicating the box that best describes your level of the KSA of each of the following areas. There should be one (1) checkmark for each statement.

Definition of Levels:

Extensive Knowledge, Skill, or Ability: I have effectively and efficiently applied this KSA to an actual job without supervision.

Moderate Knowledge, Skill, or Ability: I have applied this KSA to an actual job, but may require general supervision.

Limited Knowledge, Skill, or Ability: I have education or training relevant to this KSA, but have not applied it to an actual job.

No Knowledge, Skill, or Ability: I have no experience, education, or training relevant to this KSA.

	KSA Level			
	<u>Extensive</u> Knowledge, Skill, or Ability	<u>Moderate</u> Knowledge, Skill, or Ability	<u>Limited</u> Knowledge, Skill, or Ability	<u>No</u> Knowledge, Skill, or Ability
13. Ability to gain the interest, respect, and cooperation of students to demonstrate an atmosphere that is fair, firm, and consistent in a classroom setting.				
14. Ability to develop socially acceptable attitudes in students by modeling acceptance for cultural, racial, and individual differences to successfully program students for reintegration back into society.				
15. Ability to communicate effectively through mutual respect and two way communication, supporting relationships among staff, students, administration, and with public entities.				
16. Ability to analyze situations accurately and take effective action to promote classroom procedures that support student learning, maintain standards for student behavior, promote social development, encourage group responsibility, and create a physical environment that engages all students.				
17. Ability to implement and maintain support and collaboration with education staff in order to meet the educational needs of students.				
18. Ability to effectively apply interpersonal and communication techniques (e.g. written, oral, listening, etc.) to secure and maintain the respect and cooperation of others.				
19. Ability to analyze situations and data correctly to develop and adopt an effective course of action to support students education programs and Special Education services.				
20. Ability to supervise the administration of required academic testing instruments and effectively interpret to develop written reports of academic progress and needs.				
21. Ability to utilize multiple sources (e.g., standardized and informal assessments, teacher and treatment team staff reports, etc.) to develop and review IEP designed to promote academic achievement of special education students.				

CONTINUE TO THE NEXT PAGE

WORK EXPERIENCE

For items #1 - #13, refer to the scale description below and rate your level of experience. There should be one (1) checkmark for each statement.

Definition of Levels:

Extensive Experience: More than 4 years of experience performing this task.

Moderate Experience: Over 3 years to 4 years of experience performing this task.

Basic Experience: Over 2 years to 3 years of experience performing this task.

Limited Experience: Over 1 year to 2 years of experience performing this task.

Minimal Experience: 1 year or less experience performing this task.

Length of Experience

		<u>Extensive Experience</u>	<u>Moderate Experience</u>	<u>Limited Experience</u>	<u>Basic Experience</u>	<u>Minimal Experience</u>
1.	Reviewing evidence based research practices and implementing courses of study and training programs to assist in the Special Education Program and rehabilitation process of students.					
2.	Reviewing programs/services for the special needs of the students to ensure compliance with Individuals with Disabilities Education Act (IDEA), court orders, policies, and other appropriate regulations within an educational setting.					
3.	Implementing programs/services for the special needs of the students to ensure compliance with IDEA, court orders, and other appropriate regulations within an educational setting.					
4.	Consulting with school and/or living unit security personnel on varied and/or sensitive/complex special education matters to resolve issues, provide information, options, and/or recommendations.					
5.	Monitoring classes/programs and conferring with staff and students to improve the methods, techniques, and quality of service delivery to students.					
6.	Evaluating special education classes/programs and conferring with staff and students to improve the methods, techniques and quality of service delivery to students.					
7.	Interviewing/counseling students to provide information about available special education, vocational, and transitional opportunities.					
8.	Serving as a member of the Individualized Education Program (IEP) team to assess student special education needs and recommending programs/services.					
9.	Analyzing student performance data and IEP goals to determine the effectiveness of the current academic and Career Technical Education (CTE) programs.					
10.	Reviewing programs for the special needs of the students to provide them with a total education and training program.					
11.	Developing programs for the special needs of the students to provide them with a total education and training program.					
12.	Implementing programs for the special needs of the students to provide them with a total education and training program.					
13.	Monitoring programs for the special needs of the students to provide them with a total education and training program.					

WORK EXPERIENCE (Continued)

For items #14 - #23, refer to the scale description below and rate your level of experience. There should be one (1) checkmark for each statement.

Definition of Levels:

Extensive Experience: More than 4 years of experience performing this task.

Moderate Experience: Over 3 years to 4 years of experience performing this task.

Basic Experience: Over 2 years to 3 years of experience performing this task.

Limited Experience: Over 1 year to 2 years of experience performing this task.

Minimal Experience: 1 year or less experience performing this task.

Length of Experience

		<u>Extensive Experience</u>	<u>Moderate Experience</u>	<u>Limited Experience</u>	<u>Basic Experience</u>	<u>Minimal Experience</u>
14.	Maintaining security of work areas and materials in the performance of daily activities in order to prevent escape or injury by students to themselves, others, or to property.					
15.	Participating in the implementation of traditional and alternative education programs to ensure service delivery as required by the IEP.					
16.	Monitoring the implementation of traditional and alternative education programs to ensure service delivery as required by the IEP.					
17.	Conducting formal and informal assessments and testing to ensure the IEP team has the information necessary to determine student academic needs, goals, and services.					
18.	Supervising the conduct of the students while in the classroom on an ongoing basis in order to ensure that control and discipline are upheld.					
19.	Monitoring all classroom supplies, materials, and equipment to ensure against loss, misuse, and the potential use as a weapon.					
20.	Supporting students IEP educational goals utilizing core curriculum and various supplemental resources for individual and group instruction, various teaching methodologies, classroom management skills, etc.					
21.	Modifying students IEP educational goals utilizing core curriculum and various supplemental resources for individual and group instruction, various teaching methodologies, classroom management skills, etc.					
22.	Counseling students as to their progress in their assigned Special Education Program in order to meet their IEP educational goals and objectives.					
23.	Instructing students how to access and use materials, resources, and technologies (i.e., electronic calculators, educational software, computers, multimedia equipment, etc.) to make subject matter accessible and meaningful to the students.					

WORK EXPERIENCE (Continued)

For items #24 - #26, refer to the scale description below and rate your level of experience. There should be one (1) checkmark for each statement.		Length of Experience				
		<u>Extensive Experience</u>	<u>Moderate Experience</u>	<u>Limited Experience</u>	<u>Basic Experience</u>	<u>Minimal Experience</u>
<p><u>Definition of Levels:</u></p> <p><u>Extensive Experience:</u> More than 4 years of experience <u>performing</u> this task.</p> <p><u>Moderate Experience:</u> Over 3 years to 4 years of experience <u>performing</u> this task.</p> <p><u>Basic Experience:</u> Over 2 years to 3 years of experience <u>performing</u> this task.</p> <p><u>Limited Experience:</u> Over 1 year to 2 years of experience <u>performing</u> this task.</p> <p><u>Minimal Experience:</u> 1 year or less experience <u>performing</u> this task.</p>						
24.	Preparing effective written documents for management, staff, students and others to provide information on Special Education programs.					
25.	Communicating in a professional and effective manner with others to establish and maintain effective working relationships in all situations on an on-going basis.					
26.	Developing materials/tools to train individuals/groups in the appropriate interpretation and application of Special Education policies, procedures, guidelines, laws, and regulations.					

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PREPARATION FOR HIRING INTERVIEW

If you are successful in this examination and called for a hiring interview, you will be asked to supply transcripts of your college course work, proof of degree(s) received, credential and/or any registration that may be applicable. In addition, you may be asked to supply supplemental documentation to verify your responses in this examination. It is strongly recommended that you assemble these documents in advance to expedite the process.

RECRUITMENT QUESTIONNAIRE

These questions are not part of the examination. Responses are voluntary and will be used for recruitment statistics.

HOW DID YOU HEAR ABOUT THIS EXAMINATION?

Check the appropriate box below.

- Newspaper/Magazine Advertisement
- Internet
- California Department of Corrections and Rehabilitation employee
- Recruitment Mailing
- College/School
- Job Fair/Career Fair
- Other: _____

STATE APPLICATION AND QUALIFICATIONS ASSESSMENT RETURN AND MAILING PROCEDURES

Submit both the State Application (Std. Form 678) and the Qualifications Assessment to the address below.

Do not attach any additional documents to this Qualifications Assessment or send any forms/documents (e.g., resumes, etc.) in advance as additional documents will not be rated. This Qualifications Assessment will account for 100% of the weight of your examination for this classification.

By mail to:
Department of Corrections and Rehabilitation
Office of Workforce Planning
P.O. Box 942883
Sacramento, CA 94283-0001

or

In person at:
Department of Corrections and Rehabilitation
1515 S Street
Sacramento, CA 95811-7243
Attn: Office of Workforce Planning, 101N

NOTE:

- Be sure your envelope has **adequate postage** if submitting via mail.
- Facsimiles (FAX) will **NOT** be accepted under any circumstances.
- Make and keep a photocopy of the completed State Application and Qualifications Assessment for your records.

YOUR COMPLETED QUALIFICATIONS ASSESSMENT MUST INCLUDE YOUR ORIGINAL SIGNATURE ON THE AFFIRMATION STATEMENT (Page 1).

**THIS CONCLUDES THE QUALIFICATIONS ASSESSMENT FOR
RESOURCE SPECIALIST, SPECIAL EDUCATION**