



EDUCATION SPECIALIST

DIRECTLY RESPONSIBLE TO

Site Administrator

PRIMARY FUNCTION

Under the direction of the school site principal; teach and instruct preschool, elementary and/or middle school level students who require specialized academic instruction and curriculum in pre-academic, academic, social-emotional, behavioral, adaptive behavior, daily living and pre-vocational skill areas. Plan, develop, implement, and progress monitor individualized education plans (IEP) within legally mandated timelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Coordinate the special education referral and assessment process
- Accurately administer and score standardized, norm referenced assessments; sharing results with school psychologist/multi-disciplinary team members
- Complete initial assessment, additional assessments and triennial re-evaluations within district, state and federal guidelines
- Utilize comprehensive assessment results, curriculum-based measures and/or formative assessment data to identify present level of functioning, draft measurable annual goals and report progress on goals aligned to District required report periods
- Case manage students on assigned caseload; including but not limited to: write legally compliant IEPs, monitor annual/triennial timelines and; coordinate all supports and services as identified in the IEP (including but not limited to: transportation services, nursing/health services, related services and counseling services)
- Facilitate collaborative IEP meetings as the Case Manager
- Design an individualized educational program to meet the needs of caseload assigned students
- Implement IEP as written; plan and provide appropriate, evidence based instruction and supports in order for students to receive educational benefit and progress on IEP goals
- Collect and maintain data on IEP goals, using data to report progress
- Facilitate the transition of students from preschool to kindergarten; elementary to middle school and middle school to high school
- Align instruction with current state and district standards accommodating and modifying as necessary
- Consult and work collaboratively with general education classroom teachers to support the unique needs of students with disabilities in the general education classroom
- Assist with accommodating and/or modifying core curriculum, the classroom environment and resolving unique academic or behavioral concerns
- Provide the general education teacher has current IEP At-A-Glance for each student in his/her class
- Demonstrate effective classroom management, employing Positive Behavior Interventions and Supports (PBIS)
- Provide consultation to school staff and parents which relates to student assessment, specialized instruction, accommodations and modifications, and behavior management techniques
- Communicate effectively and work collaboratively with all other school district personnel, outside agencies and parents while maintaining confidentiality at all times
- Plan and coordinate the work of paraprofessionals/Special Education Classroom Assistants (SECA) and Behavior Intervention Specialists (BIS). Provide training and oversight in order to effectively utilize paraprofessional support
- Assist students with personal care such as feeding, toileting, changing diapers/clothing, cleaning/grooming and perform a variety of specialized health care procedures

- Assist in transferring students in and out of wheelchairs, braces, and other types of orthopedic equipment as necessary; assure the safe use and operation of orthopedic equipment
- Perform observations, conduct assessments and participate in IEP meetings at private and/or Non-Public schools as necessary
- Maintain accurate information in district Special Education Information System (SEIS), including but not limited to: caseloads, affirmed IEPs, uploaded reports/documents
- Maintain legally compliant, organized special education files containing original signatures
- Accurately follow district student attendance reporting procedures
- Administer required district and state assessments with accommodations and modifications as necessary
- Attend faculty meetings, in-service meetings, team meetings, grade level meetings, and/or department meetings as required
- Participate in adjunct duties as equitably assigned
- Supervise students in out-of-classroom activities during the assigned working day as required

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Child growth and development and behavior characteristics of elementary students
- Federal and state laws and regulations surrounding the provision of special education services
- Principles, theories, techniques and best practice strategies pertaining to the teaching and instruction of students with special needs
- Educational curriculum and instructional goals and objectives, and the educational trends and research findings pertaining to students with disabilities
- Behavior management and behavior shaping strategies, techniques and methods and conflict resolution procedures
- Technology, including computers, computer programs, and multimedia devices
- Socio-economic and cultural background differences of the general school population

ABILITY TO:

- Use copier machine, telephone, computer, video projection, instructional tools and whiteboard
- Plan, organize, develop and use appropriate strategies for a comprehensive teaching and instruction program
- Use calendaring and other organizational tools for effective time management
- Apply concepts and abstract learning to practical situations
- Provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional levels
- Multitask
- Perform research and development activities pertaining to related elementary curriculum and instruction programs, pilot projects and innovative programs
- Communicate effectively both orally and in writing

WORKING CONDITIONS

ENVIRONMENT:

- Indoor and outdoor work environment.

PHYSICAL ABILITIES:

- Bend at the waist, kneel or crouch to assist students
- Lift to assist students; lift to move equipment and materials
- Sit or stand for extended periods of time
- Walk extended lengths to move around offices, campuses and community
- Establish and maintain cooperative and effective working relationships
- Hearing and speaking to exchange information and make presentations
- Lifting books, materials, and equipment to execute lessons and presentations

- Seeing to read, prepare and review a variety of reports and to monitor staff and student interactions

JOB REQUIREMENTS

Education Specialist: Mild/Moderate or Behavior Intervention requires an Education Specialist: Mild to Moderate Credential w/ an Autism Authorization. (Special Education Learning Handicapped Credentials are acceptable with Autism Authorization **and** Resource Specialist Authorization.)

Education Specialist: Moderate/Severe requires an Education Specialist: Moderate to Severe Credential or a Special Education: Severely Handicapped Credential. (Moderate to Severe and Severely Handicapped Credentials include Autism Authorization.)

Education Specialist: Preschool or Infant requires an Education Specialist: Early Childhood Credential (Early Childhood credential includes Autism Authorization.)

SALARY

In accordance with the Educator's Salary Schedule