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