



JOB DESCRIPTION

Title: **Education Specialist**
FLSA Status: **Exempt**
Reports to: **Special Education Coordinator**
Supervises: **Aides**
Date: **October 2018**

POSITION SUMMARY:

Under general direction of the Special Education Coordinator, the Education Specialist plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The Education Specialist is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports. The Education Specialist provides instructional direct services within the general education classroom, supervise instructional services by para-educators, and provide indirect services to general education teacher.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities may include, but are not limited to the following:

- Serve as an integral member of the Special Education Team by interacting in a professional manner with other team members, taking on duties that support the team effort, and project a positive and cohesive image of the team within the school and outside the community.
- Serve as a role model for students and staff by dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of special education teaching.
- Participate in the development and annual review of IEPs of all caseload students, including the formulation of present levels of performance, long and short-term goals, offer of FAPE, services and supplemental aids, and appropriate follow-up.
- Monitor the implementation of the IEP by providing progress information regarding goals and objectives, communicating closely with appropriate teachers and consultants about the progress of caseload students.
- Effectively use the Special Education Informational System (SEIS) online program to input, update, download, modify data, as needed to maintain the most current information regarding the IEP process for each caseload student.



- Prepare for, schedule, and facilitate the IEP Meeting by coordinating meeting agenda, completing all required forms, and providing needed follow-up to conform to IEP meeting protocol and state/federal requirements.
- Provide an instructional program closely related to and coordinated with the regular program so that all students meet and exceed standards outlined in the student's IEP, modifying methods and materials as needed.
- Provide instructional services within the general education classroom by working directly with students (delivering instruction) or indirectly with students (collecting observations data, supervising para-educators, consultants and/or collaborating with the classroom teacher).
- Provide direct and indirect instruction in the Resource Room and/or general education classroom using individual or small group instruction to support or replace (but coordinated with) the instruction within the regular classroom.
- Maintain daily progress records of assigned students and summarize progress records of the student caseload on a weekly basis in achieving the objectives of the IEP and assist with the evaluation and assessment of these students.
- Assist School Psychologist or other Specialist in preparing referrals (monitoring vision and hearing screening, collecting pertinent background information, copying attendance records and state test results, interviewing the student/parent, collecting teacher information, gathering progress reports and past assessment results) prior to testing.
- Adhere to timelines in regard to assessment, IEP meeting notices, and follow-up for initial, annual triennial reviews for assigned students.
- Communicate regularly with the parents of assigned and caseload students to nurture a supportive and cooperative relationship between home and school.
- Establish the schedule, role, responsibilities, and expectations for the paraprofessional to assist the teacher and supervise and evaluate accordingly. Communicate with paraprofessionals regularly.
- Assist regular teachers and special education paraprofessionals through individual consultation and/or staff development sessions with the understanding of the needs of exceptional students and with strategies and approaches in dealing with problems in learning, behavior, or adjustment.
- Complete in a timely fashion all records, timelines and reports as required by law and regulation or requested by the Special Education Department, Escuela Popular, and the SELPA.
- Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Continue to grow professionally through collaboration with colleagues and professional growth experiences.
- Perform any duties that are within the scope of employment and certifications, as assigned by the Immediate Supervisor or Lead Education Specialist.
- Participate and attend in-services, staff meetings, and Professional Development opportunities.



REQUIRED EDUCATION, EXPERIENCE, AND TRAINING

Any combination of experience and training that would likely provide the required knowledge, skills and abilities is qualifying.

- Bachelor's degree or higher from an accredited college or university.
- California Special Education Credential.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- Principles and application of theory into practice for effective instruction and positive behavioral supports that are beneficial for implementation with all students with disabilities
- Curriculum and instructional techniques.
- Human behavior, development, and skill performance.
- Individual differences in ability, personality, and interests
- Styles of learning and motivation.
- Assessment and treatment of behavioral and affective disorder.
- School policies and effective instructional practices.
- Current and relevant technology such student information systems, sharing platforms, email, etc.

Ability to:

- Effectively work as a member of the special education team.
- Provide positive behavioral support to students in a group and in an individual setting.
- Understand federal, state, and local mandates governing the determination and delivery of special education services
- Complete observations and progress reports pertaining to learning behaviors of students.
- Work effectively with administrators, colleagues, and school based staff, students, parents and community members
- Communicate effectively and efficiently with administrators, colleagues, and school based staff, students, parents and community members
- Analyze and interpret student assessment reports and translate information into actions/goals to develop/update student's IEPs.
- Work extended or irregular hours.
- Meet schedules and timelines.

Each of these essential tasks must be performed individually and unassisted by other persons, since this position requires an ability to work alone.



PHYSICAL DEMANDS

Requirement	Rarely (0-12%)	Occasionally (13-33%)	Frequently (34-66%)	Regularly (67%-100%)
Seeing: Must be able to read and write; see the computer, laptop, and other office equipment/technology.				X
Hearing: Must be able to hear well enough to communicate with telephone callers, meeting attendees, and co-workers.			X	
Standing/Walking			X	
Climbing/Stooping/Kneeling:		X		
Sitting: Must be able to sit at desk for long periods				X
Lifting/Pulling/Pushing: Must be able to lift 25 pounds		X		
Fingering/Grasping/Feeling: Must be able to write, type and use computer and phone systems.				X

WORK ENVIRONMENT

This position works in a variety of settings including offices, classrooms, and outdoors and may experience heat or cold extremes as well as fumes, odors, dust; noise level moderate to loud.

Right to Revise:

This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed, as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.