



RIALTO UNIFIED SCHOOL DISTRICT

EDUCATION SPECIALIST

DEFINITION

Under direction of the school principal, organize and implement special education services for students with mild, moderate, and severe disabilities to enable them to be successful in the least restrictive environment, including general education classroom, learning centers, or special day classes. The role of Education Specialist is to ensure student's access the academic core curriculum and progress towards meeting instructional goals, provide instruction. The Education Specialist also serves as collaborator, co-teacher, and coach, with opportunities to provide professional development and instructional intervention that supports the site's Multi-tiered Systems of Support (MTSS) process through data teams and instructional intervention.

ESSENTIAL DUTIES

- Stay current on regulations and best practices pertaining to special education.
- Service and manage special education caseloads and be the leader of IEP teams, facilitator of IEP meetings, conduct assessments, prepare IEP reports and collaborate with all service providers
- Understand guidelines for suspension and expulsion of students with IEPs and ensure procedural rights.
- Create and maintain special education records
- Provide specialized academic instruction and support to students with special education needs to achieve IEP goals
- Guide the implementation of appropriate accommodations/modifications to ensure students' learning success in the general education classroom
- Meet regularly with general education teachers to ensure access to learning in the core program and guide progress towards graduation standards and requirements
- Ensure appropriate accommodations/modifications for standardized testing
- Develop, coordinate and provide ongoing professional development activities for general and special education teachers
- Create and maintain a Learning Center environment that is structured, positive and organize
- Provide targeted intervention instruction
- Work in conjunction with principal and teachers to enhance student achievement
- Assist staff with the understanding and interpretation of assessment data to inform wider view instructional decisions
- Communicate entry/exit notifications to teachers and parents of the students they serve
- Place intervention plan in student's cumulative record.
- Assist the principal with the identification and assessment of the site's instructional and social emotional/behavioral needs
- Guide the work of Learning Center support staff with input from the principal.
- Support the implementation of the school's improvement plan, goals and objectives.
- Adhere to state and district initiatives in all content areas for intervention practices.
- Attend Multi-tiered Systems of Support (MTSS) meetings.
- Attend site-based grade level, leadership team, staff meetings, and/or data teams
- Collaborate with staff members regarding effective instruction and intervention
- Serve as an itinerant, if needed

QUALIFICATIONS

Knowledge of:

- Knowledge of research based, effective instructional strategies for diverse learners
- Multi-tiered Systems of Support (MTSS) process
- Learning Centers
- Universal Design for Learning
- Specialized Academic Instruction

Ability to:

- Ability to communicate and interact effectively with students, teachers, parents, colleagues, and community leaders.
- Create a Learning Center environment that is structured, positive and organized
- Communicate effectively with students and parents around goals and progress
- Mentor and support students and hold them to high academic and socio-behavioral standards.
- Be a strong team member who is self-reflective, implements feedback, and consistently seeks to improve his/her practice.

Experience and Education:

- Possession of a valid California Education Specialist Mild/Moderate credential.
- Possession of valid Autism Authorization.
- Possession of a valid California EL authorization or equivalent.

PHYSICAL CLASS:

MODERATE WORK - lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.

WORK AREA REQUIREMENTS:

Regular classroom, on the playground, parking lot, bus stop areas and possibly field trips. Ability to traverse campuses and sites of 10 to 40 acres which would include asphalt, grass on playgrounds and dirt.

PHYSICAL REQUIREMENTS:

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours	Frequently/Medium - 3 to 6 hours	Constantly/High - 6 to 8 hours plus
Carrying: Frequently	Kneeling: Occasionally	
Standing: Occasionally	Sitting: Occasionally	
Stooping: Occasionally	*Driving: Occasionally	
Bending: Frequently	Grasping: Frequently	
Lifting: Frequently	Walking: Frequently	
Reaching: Frequently	Push/Pull: Occasionally	
Handling: Frequently	Fingering: Frequently	

****Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.***

FREQUENT MOTION:

Keyboarding: Occasionally	Twisting: Frequently
Wrist flexion: Frequently	Elbow flexion/extension: Frequently
Reaching to shoulder level: Occasionally	Forward should/neck flexion: Frequently
Reaching above should level: Occasionally	Reaching below shoulder level: Frequently

SENSORY REQUIREMENTS:

Ability to see: Constantly	Ability to hear: Constantly
Ability to talk: Constantly	Ability to smell: Constantly
Ability to touch: Constantly	

THIS JOB REQUIRES:

Alertness: Constantly
Attention to detail: Constantly
Recall of names and dates: Yes
The use of two hands: Constantly
Ability to work in temperatures down to 40 degrees and up to 110 degrees.

MUST BE ABLE TO DEAL WITH THESE ENVIRONMENTAL CONSIDERATIONS:

Heat: Yes	Odor: Yes
Noise: Yes	Humidity: Yes
Moisture: Yes	Fluorescent lights: Yes
Floor may be slippery at times: Yes	Working in close quarters with others: Yes
Working inside: 95% of the day	Working outside: 5% of the day

ABILITY TO DEAL WITH PSYCHOLOGICAL FACTORS:

Team work: Yes
Frustration: Medium
Repetitive Tasks: Yes – High
Level of responsibility: High
Must keep up with schedule: High
Flexible: Yes
Able to work overtime as needed: Yes
Dealing with angry teachers, students and parents: Medium
Have a high level of consciousness: Yes
Orientation to time, place or person: Yes

Ability to read at 12th grade level: Yes
Ability to comprehend and follow directions: Yes
Able to keep up a high activity level during the shift: Yes

DISTRICT MINIMUM REQUIREMENTS:

Fingerprints on file as required by State Law
TB Skin test as required by State law