



**Education Specialist—
Mild/Moderate**

Department/Division:	Special Education
Reports To:	Director of Special Education/Principal
Provides Direction To:	Paraprofessionals
FLSA Exemption Status:	Certificated
Date Prepared:	May 15, 2019
Date Adopted by Board:	
Salary Range:	Certificated Salary Schedule

LARKSPUR-CORTE MADERA SCHOOL DISTRICT

DEFINITION

Under the direction of the Director of Special Education and the general supervision of the principal, the Education Specialist-Mild/Moderate, provides an educational program and environment which promotes learning and personal growth for students with special needs; the Education Specialist-Mild/Moderate, works with a team that provides a bridge between teachers, families and community; performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Education Specialist-Mild/Moderate will create a quality special education (mild/moderate) program by demonstrating proficiency in the California Standards for the Teaching Profession: Standard 1- Engaging and supporting all students in learning; Standard 2-Creating and maintain effective environments for student learning; Standard 3-Understanding and organizing subject matter for student learning; standard 4-Planning instruction and designing learning experiences for all students; Standard 5- Assessing student learning; Standard 6-Developing as a professional educator. The Education Specialist - Mild/Moderate has an Education Specialist Instruction Mild/Moderate credential, including a separate authorization on the credential for Autism Spectrum Disorders (ASD). The Education Specialist-Mild/Moderate is authorized to serve special needs students as follows: a specific learning disability, intellectual disabilities, emotional disturbance, other health impairment, resource specialist. The Education Specialist-Mild/Moderate will collaborate with administrators, teachers, paraprofessionals, parents, and other professional staff, to develop and monitor individual educational plans (IEPs) designed to promote educational, physical and social development of students with special needs. The Education Specialist-Mild/Moderate will ensure that the special needs students who are in a designated special education instructional program, including integration into general education classes, are provided instruction using a variety of successful strategies and multiple technologies to promote learning, which will help to ensure that students gain the necessary skills to succeed in the 21st century.

ESSENTIAL DUTIES AND REPSONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Provides support in all academic, behavior, transition areas, and effectively instructs students in a small group setting and/or the regular education classroom in collaboration with the general education teacher.
- Provides instructional support and assistance to general education teachers and students assigned to a general education instructional program; confers with classroom teachers and specialists to coordinate instructional efforts and implement Individualized Education Plans (IEP); co-teaches general education classes to increase service delivery for special education students in the general education classroom.
- Uses results of diagnostic, evaluative and testing procedures, and teacher observations to assess student progress and monitor growth.
- Instructs students with special education needs regarding individualized tasks to implement and achieve IEP goals.
- Participates as a member of the IEP team, attends IEP meetings; provides input to IEP goals; conducts pre-and post-assessments and performs other data collection; prepares IEP reports and maintains inter-agency and District contacts regarding IEP's.
- Confers with teachers to determine instructional materials designed to achieve IEP goals and performance objectives; modifies and adapts tools/materials necessary to perform classroom activities in integrated settings.
- Collaborates with parents; conducts initial interviews and conferences with parents; evaluates student academic and social growth, keeps appropriate records, prepares progress reports and communicates with parents on individual pupil progress.
- Assists students in completing classroom assignments, homework and projects in various subject areas; ensures student understanding of classroom rules and procedures; assists students by answering questions, providing proper examples, emotional support, friendly attitude and general academic guidance; assists students in the use of technology for educational purposes.
- Designs and implements appropriate behavior management techniques according to established procedures and policies; establishes and maintains standards of student behavior needed to provide a productive learning environment; develop and implement Behavioral Intervention Plans (BIPs) where necessary.
- Monitors, interacts/facilitates with students during workday outdoor activities such as recess, lunch, physical education, recreational, group and other activities as assigned; assists on field trips; shares in the supervision of student activities.
- Operates a computer, iPad, and other office and classroom equipment; experience with software packages and curriculum-based products; keeps current on work email, website communications, and technology.
- Assures the health and safety of students by following established practices and procedures; maintains learning environment in a safe, orderly and clean manner; communicates issues regarding students to the appropriate authority; responds to emergency situations for unique student problems.
- Confers, as needed, with teachers concerning student needs; alerts teachers, paraprofessionals, and other professional staff members to any special problems or information concerning students; assists teachers and resource staff to develop and evaluate individual and group educational goals and objectives.

- Trains and provides work direction and guidance to assigned paraprofessionals, classroom volunteers, substitutes, and other staff professionals as it pertains to the classroom subject matter and grade level.
- Creates, with assistance from pupils, a functional learning environment reflective of student work and units of study.
- Maintains the confidentiality of student records and information according to established guidelines.
- Administers group-standardized tests in accordance with the District testing program.
- Attends assigned meetings, trainings, conferences and professional development.
- Performs related work as assigned.

QUALIFICATIONS

Knowledge of:

- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students with special needs, including Autism Spectrum Disorder.
- Educational trends and research findings pertaining to special education, as it relates to systemic change, professional learning communities, student achievement, assessment, and instructional technology.
- Common Core State Standards, Curriculum Frameworks, and Smarter Balanced Assessment along with instructional methods of a comprehensive elementary/middle school, including knowledge of ways to use technology to support instruction and other functions throughout the school.
- Effective use of technology integration strategies and multiple technologies into curriculum and instructional practices across content areas.
- Basic knowledge of the principles and practices of age appropriate student development and guidance applicable for an educational setting.
- Strategies and techniques of assisting in the instruction of students with special needs.
- Special characteristics related to the supervision and motivation of special needs students in an instructional setting.
- Basic positive behavior intervention techniques.
- Basic knowledge of teaching and instruction and behavior modification techniques and strategies.
- Computerized record keeping processes related to Special Education.
- Special Education programs, Individualized Educational Program (IEP) goals and objectives for special education students.
- Basic knowledge of computers, technology, multimedia, software applications and other classroom equipment to support learning, record information, and send communications.
- Safe practices in classroom and outdoor activities.
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings.
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques.
- Organizational skills to manage multiple projects, prioritize work, keep and maintain accurate records, meet deadlines.
- Operate a computer, iPad, and other office/classroom equipment; equipment operation related to special needs students; experience with software packages and curriculum-based products and hardware.

Ability to:

- Perform all essential duties of the position.
- Participate on the Individualized Educational Team (IEP) team, and develop a comprehensive IEP plan for each special needs student.
- Assist teaching staff with implementation of instructional goals and activities, for special needs students with a specific learning disability, intellectual disabilities, emotional disturbance, other health impairment.
- Assess the needs of individual students and develop instructional support techniques and materials to meet those needs.
- Assist students with developing independence and self-help skills.
- Assist in the supervision of students in the classroom, outdoors and on field trips.
- Recognize and effectively assist in responding to emergency and/or hazardous conditions.
- Follow safety procedures.
- Respect the confidential nature of student records and reports; refrain from discussing student problems outside of the classroom.
- Establish positive communication with students and maintain patience and tact in working with students with special physical and emotional needs.
- Maintain accurate records.
- Understand and carry out oral and written instructions.
- Read, write, and communicate in English.
- Operate standard office and classroom equipment, including a computer and assigned software, and iPads.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate openly and work productively with a community of diverse opinions and ideas.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes.
- Analyze problems and issues and develop appropriate solutions.
- Prioritize, plan, and coordinate work to meet deadlines.
- Travel to various District locations, as needed.

EDUCATION, TRAINING, AND EXPERIENCE

Bachelor's degree from a regionally-accredited college or university, including all courses needed to meet credential requirements for California Education Specialist, Level 1 or II credential in Special Education—Mild/Moderate, at the intern, preliminary or clear level; Master's Degree in education or related field preferred.

California Multiple Subject teaching credential or
California Single Subject teaching credential

Three (3) to five (5) years full time teaching experience at the elementary or secondary level teaching students who received RSP or SDC services preferred.

Licenses/Certificates/Special Requirements:

Valid California Teaching Credential with appropriate authorizations for Special Education

ESSA Compliant

English Language Learner Authorization

Autism Spectrum Disorder Authorization

Valid California Class C driver's license and the ability to maintain insurability under the District's vehicle insurance policy

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS

The employee is regularly required to hear and speak to exchange information in a proficient manner; and smell.

While performing the duties of this class, employees are regularly required to use hands and fingers to feel, grasp, manipulate and operate objects, equipment and tools and to reach overhead, above the shoulders and horizontally. The employee must have sufficient strength to manipulate, lift, push, pull, and/or carry on a frequent basis, as much as 50 pounds or more, and up to 75 pounds or more on an occasional basis. Lift, carry, transfer, and push students in wheelchairs or students with orthopedic impairment. The employee is regularly required to stand or sit for extended periods of time, walk on even/and or uneven surfaces, stoop, kneel, bend, twist, crawl, crouch, make repetitive motions, climb up and down steps, stairs and ramps. Run quickly for brief spurts. The employee may be subject to physical and emotional outbursts by students, including such behaviors as kicking, spitting, scratching, biting and running.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability it adjust focus. The employee must have hand-eye coordination.

MENTAL DEMANDS

While performing the duties of this position, the employee is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, staff, vendors, students, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals, including students, parents and District employees. Employees may be exposed to students who ask inappropriate personal questions; display socially unacceptable personal behaviors; use profanity and/or sexually explicit phrases; exhibit defiance, dishonesty, threats, accusations and/or theft, assaultive behaviors and or/or self-destructive behaviors. Some stress may be encountered while performing the duties of this position.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees regularly work in an indoor environment, a classroom environment, and an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. Employees are subject to exposure to minor contagious illnesses, blood and other bodily fluids and possible exposure to

blood borne pathogens; working around and with equipment having moving parts; performing physical labor. The noise level is usually moderate, but occasionally loud. The employee occasionally drives to District sites, training facilities, community meetings and other locations as needed. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.