



Lompoc Unified School District
1301 N A Street
Lompoc, CA 93436
Phone: 805.742.3300
Fax: 805.735.8452

Title: Itinerant Education Specialist

Reports to: Site Principals

Work Year: 188 days

Employment Status: 1.0 Full Time Equivalent

Benefits: Eligible to participate in district medical, dental and vision insurance.

Purpose of Position: Under the immediate direction of the site principals, as part of a teaching assignment, teaches one or more classes of special education students at various sites; provides input for the student's Individualized Education Program (IEP); may plan and supervise the work of assigned paraprofessionals; assists in other school programs as assigned.

Essential Functions:

- Provides instruction and educational experiences for students on a level commensurate with their emotional, physical and intellectual needs utilizing course of study adopted by the Governing Board and other appropriate learning activities.
- Develops short-term objectives and implements teaching strategies which reflect goals established in the student's IEP.
- Develops lesson plans and instructional materials and provides individualized and small group instruction to adapt the curriculum to the needs of each student.
- Assists site personnel with the selection and availability of appropriate materials for use with students with individual needs.
- Instructs students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- Actively supports the District English Language Development (ELD) and special education programs and participates in and instructs in the programs as assigned.
- Actively supports the District integration/mainstreaming program and encourages the participation of students who qualify for the program.
- Provides planned learning experiences to motivate students and best utilize the available time for instruction.
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in classrooms; supports and assists in maintaining District discipline policy and site discipline plan.
- Establishes, maintains and supports standards of personal conduct and discipline in accordance with the current District discipline policy.
- Assists parents and site personnel in understanding and resolving the unique psychological and/or disciplinary problems of the special education student.
- Evaluates student's academic and social growth, keeps appropriate records, prepares progress reports, and communicates with parents on the individual student's progress.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude and learning problems.

Itinerant Classroom Teacher – Special Education (continued)

- Confers with parents and professional staff members regarding the educational, social and personal problems characteristic of the special education student.
- Maintains professional competence through in-service educational activities provided by the District and/or self-selected professional growth activities.
- Participates cooperatively with the appropriate administrator(s) to develop the method by which performance will be evaluated in conformance with District guidelines.
- Selects and requisitions books, instructional aids, and instructional supplies and maintains required inventory records.
- Insures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Supervises students in out-of-classroom activities during the assigned working day.
- Administers individual and group standardized tests in accordance with District testing program.
- Participates in staff committees and the sponsorship of student activities.
- Participates in curriculum and other developmental programs.
- Performs other duties as assigned, including special assignments during crises or emergency situations as determined by the Superintendent or designee.

Knowledge of:

- Principles, theories, methods, techniques and strategies pertaining to teaching and instruction of special education students.
- Child growth and development and behavior characteristics of the special education student.
- Educational curriculum and instructional goals and objectives and the educational trends and research findings pertaining to student educational programming.
- Behavior management and behavior shaping strategies, techniques and methods and conflict resolution procedures.
- Socio-economic and cultural background differences of the general school population.
- Technology including computers and computer programs.

Ability to:

- Plan, organize, develop and consistently deliver a comprehensive teaching and instruction program in conjunction with the IEP for special education students.
- Provide effective learning experiences for students with a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional levels.
- Apply concepts relative to the student's capabilities and in relationship to practical situations.
- Effectively assess the educational needs of students and design, develop and implement sound individualized educational plans.
- Provide an attractive, inviting and stimulating learning environment.
- Perform research and development activities pertaining to related curriculum and instruction programs, pilot projects and innovative programs designed to enhance student educational opportunities and experiences.
- Communicate effectively in oral and written form using grammatically correct language.
- Understand and carry out oral and written directions with minimal accountability controls.
- Establish and maintain cooperative and effective working relationships.
- Utilize technology and operate computers and computer programs.
- Perform the essential functions of the job.

Working Conditions & Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

- Ability to sit, stand and circulate for extended periods of time.

Itinerant Classroom Teacher – Special Education (continued)

- Speak and hear to accurately exchange information and make presentations.
- Have the mobility to stand, stoop, reach and bend.
- Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
- Communicate effectively in English, using proper grammar and vocabulary.
- Reach with hands and arms and use hands and fingers to handle objects and operate equipment.
- As an itinerant teacher, will travel between and among school campuses to provide instruction.
- Significant lifting, carrying, pushing, and/or pulling - ability to lift up to 40 pounds.
- Significant stooping, kneeling, crouching, and/or crawling.
- Generally, the job requires 25% sitting, 10%: walking, and 65% standing.
- Moderate to high stress levels.
- Work is predominantly in a school environment.
- Climate is normal; occasional adverse weather conditions.

Licenses and Other Requirements:

- Possession of an Education Specialist Instruction Credential with appropriate Special Education authorization and autism authorization.
- CLAD or BCLAD authorization, or equivalent.
- Valid California Class C driver license

Desired Qualifications:

- Bilingual in English and Spanish.

FLSA Status:

Exempt

Approved by the Board of Education: June 25, 2019