

LOMPOC UNIFIED SCHOOL DISTRICT

POSITION TITLE: RESOURCE SPECIALIST

BASIC FUNCTION:

Under the immediate direction of the site administrator or designee, assists in conducting assessment of pupils with exceptional needs, coordinates the writing of an Individual Education Program (IEP); assists in determining the least restrictive and most appropriate program placement; assists in follow-up and annual re-evaluation; provides instruction to students whose needs have been identified and described in the IEP; may plan and supervise the work of assigned paraprofessionals; assists in other programs as assigned.

ESSENTIAL DUTIES:

Coordinates the writing of a complete student IEP, including all components.

Instructs and provides services for those students whose needs have been identified in a written IEP and who are assigned to regular classroom teachers for a majority of the school day.

Performs academic and diagnostic assessment of students with exceptional needs.

Meets with parents, school personnel and others to develop the IEP.

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 observation of the student and a written appraisal in one or more of the following settings: school, home or diagnostic class.

Establishes, maintains and supports standards of personal conduct and discipline in accordance with the current District discipline policy.

Assists in assessing the student's social adaptation, pre-vocational and vocational skills and self-help skills.

Serves as a liaison between home/school/program and area IEP teams.

Assists receiving schools' teachers in developing short-term objectives and implementation of the IEP.

Participates as a member of the SAT; follows up on placement and progress of IEP team cases.

Assists in the annual re-evaluation and assessment of yearly goals of the IEP.

Maintains professional competence through participation in in-service education activities provided by the District and/or self-selected professional growth.

Provides consultation, resource information and material regarding individual and exceptional needs to student's parents and to regular, support and other appropriate staff members.

Participates cooperatively with the appropriate administrator to develop the method by which performance will be evaluated in conformance with District guidelines.

Serves as resource person, upon request, to assist in planning and carrying out staff and department meetings.

Attends and participates in site and District level meetings, committees and functions as required.

Performs other duties as assigned, including special assignments during crises or emergency situations as determined by the Superintendent or designee.

KNOWLEDGE AND ABILITIES:

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 special education 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 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.

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 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.

EXPERIENCE AND EDUCATION:

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience: Three years of successful teaching experience preferably in a special education setting.

Education: Possession of a Baccalaureate or higher degree from an accredited college or university with emphasis in special education, a subject matter field commonly taught in special education or closely related field areas. Completion of or enrollment in an advanced preparation program in special education preferred.

OTHER REQUIREMENTS:

Certification: Possession of a valid California credential including CLAD or BCLAD certification authorizing service as a teacher in special education and a Resource Specialist Certificate of Competence.

Condition of Employment: Insurability by the District's liability insurance carrier.

Personal Qualities: Appearance, grooming and personality which establish a desirable example for students. Ability to meet District standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment and classroom performance of the teacher. Skill in written and oral expression which provides a desirable model for students.

WORKING CONDITIONS:

ENVIRONMENT:

Classroom environment.
Numerous interruptions.
May work irregular and/or extended hours.

PHYSICAL ABILITIES:

Hearing and speaking to accurately exchange information and make presentations.
Seeing to read a variety of materials and monitor student work.
Dexterity of hands and fingers to write and operate instructional equipment.
Bending at the waist, kneeling or crouching to assist students.
Sitting or standing for extended periods of time.

Lifting or moving objects, normally not exceeding thirty (30) pounds.

Reasonable accommodations may be made to enable a person with a disability to perform the essential functions of the job.