



LEARNING SPECIALIST STANDARD POSITION DESCRIPTION

Position Title: Learning Specialist

Location: Assigned School(s)

Reports to: Principal or Assistant Principal

FLSA Status: Exempt

Bargaining Unit: Yes

This is a standard position description to be used for licensed positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The Learning Specialist is primarily responsible for effective teaching and learning of the assigned subject(s) following district approved curriculum, instruction and assessment practices. As a Learning Specialist, employee may teach in a variety of elementary and/or secondary educational settings to include but not limited to life skills (Structured Learning Center- Academics), behavior development (Structured Learning Center- Behavior), communications, and learning Resource/Support. Primary responsibility shall include student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance, discipline, and welfare.

Part II: Supervision and Controls over the Work:

The Learning Specialist works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The Learning Specialist's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of state statutes, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities:

1. The Learning Specialist plans for student success based on assessed needs of individual students and the use of data and information to determine each student's current knowledge and skill level, set student learning goals, and assess student progress. As part of the planning process, the teacher leads or assists in identifying and in complying with teaching and learning and student accommodation requirements under Individual Education Plans (IEP).



2. The Learning Specialist works collaboratively in a professional learning community with other teachers, support staff, multi-disciplinary teams, and others as appropriate, in addressing the needs of students and developing effective teaching and learning practices. Through collaborative practices, the teacher provides appropriate consultation and interventions for students at risk and facilitates the identification of students for Special Education when appropriate.
3. The Learning Specialist case manages and maintains legal and NCSd procedural compliance for students assigned to their caseload and/or considered for special education eligibility.
4. The Learning Specialist regularly conducts planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice.
5. The Learning Specialist maintains and provides reasonable and meaningful student grading, progress monitoring and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents.
6. The Learning Specialist integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities including the preparation of IEPs.
7. The Learning Specialist creates, communicates, and maintains classroom management practices that effectively engage students in the learning process.
8. The Learning Specialist facilitates and/or participates, at least annually, with IEP team to review student progress and to evaluate the appropriateness of the Individualized Education Program.
9. The Learning Specialist teacher facilitates and/or participates, at least every three years, with the IEP team to reevaluate all students with disabilities in order to determine if student remains eligible for services.
10. The Learning Specialist designs and implements record keeping and communication procedures, to ensure that information gathered to identify and evaluate students is kept confidential.
11. The Learning Specialist provides training to assigned support staff within their classroom or program to include strategies, techniques and resources deemed appropriate in a students' behavior support plan and/or instructional plan.
12. The Learning Specialist actively participates in faculty, grade level, department, and curriculum meetings.
13. The Learning Specialist is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when appropriate.

14. The Learning Specialist assists in the supervision of students at school activities and events.
15. The Learning Specialist will establish a professional growth plan and annually review the plan and progress with the administrator.
16. The Learning Specialist The teacher will perform such other duties and responsibilities as are assigned.

Part IV: Minimum Qualifications:

- Successful completion of a teacher certification program at an accredited college or university, and must hold or be able to obtain a **valid Oregon Teaching License with a Special Education: Generalist endorsement.**
- The Learning Specialist must have successful experience working successfully with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Successful teaching experience or demonstrated potential to effectively teach in a special education environment and knowledge and skill in applying IDEA requirements and procedures.
- Possess analytical and diagnostic skill to assess student special needs and translate such needs into an effective instructional plan for the student.
- Demonstrated ability to effectively communicate the individual development plan and to coach and support staff and teacher colleagues so that they may effectively implement their responsibilities under the plan.
- Ability to effectively communicate with parents, students, and staff verbally and in writing.
- Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
- Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
- Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
- Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.
- Knowledge and skill in culturally responsive teaching and learning.



- Skill and ability to utilize technology to aid instruction, assessment and learning.
- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- Any position specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications:

- Successful experience teaching in a diverse student environment.
- Successful experience in the grade level(s) and/or content area(s).

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. The Learning Specialist may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The Learning Specialist must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

The Learning Specialist may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.