School System Position Description

Position Title: Special Services Specialist
Department: Special Services
Reports To: Special Services Coordinator/Superintendent
Approved By: Butler County Board of Education Date: 09/01/1998

SUMMARY:

Promotes, organizes, coordinates, evaluates, and gives direction to training for teachers, instructional support staff and administrators on special services for students. Provides assistance to special education services and general education employees through conferences, demonstrations, research, etc.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Provides training for teachers and administrators on instructional and behavioral intervention strategies
- Conducts inservice and coordinates the revised student referral process
- Gives direction to the special services eligibility modus operandi
- Documents and assists with all training initiatives, programs, and sessions implemented or attended by system personnel pursuant to the Lee v. Macon Consent Decree
- Serves as a liaison to schools for the Building-Based Student Support Team (BBSST)
- Works with special education services staff in developing and improving special education services
- Evaluates data relative to students evidencing learning and/or adjustment difficulties
- Provides consultation to education personnel on behalf of students who are eligible for special services
- Supports the instructional programs with special education services and general education teachers
- Assists teachers in the development of plans for eligible special services students and those who are referred, but not eligible
- Keeps abreast of educational staff development trends and resources, maintains a resource bank, and analyzes data to determine appropriate participation by staff for inservice education/professional development
- Will perform any other duties as directed by the Special Services Coordinator

SUPERVISORY RESPONSIBILITIES:

None

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements*

listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
Master's and bachelor's degree in education. Degree and/or coursework in educational administration desired. Successful teaching experience, preferably teaching experiences with identified and served students with disabilities, gifted education and talented children. Training/credentials in instructional modalities (i.e., Talents Unlimited) highly desirous. Administrative experiences are also an appetence.

CERTIFICATES, LICENSES, REGISTRATIONS:
Current Alabama certification in a teaching field and preferably in educational administration.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups, school staff, students and the general public.

MATHEMATICAL SKILLS:
Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on school objectives and the needs and abilities of students as determined by assessments. Ability to establish and maintain effective working relationships with students, peers, and parents; ability to speak clearly and write concisely.

PHYSICAL DEMANDS: *The physical demands 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 regularly required to sit and walk, and occasionally stand. The employee will frequently drive while performing the duties of this job. Interaction with school system staff and the general public will be continuous. The position requires the individual to meet multiple demands from several people. Specific vision abilities required by this job include close vision, distance vision, depth perception, and color vision. While performing the duties of this job the employee will occasionally hear conversation in a quiet environment, but will also be in a noisy environment.

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

The noise level in the work environment is usually quiet. Work is performed indoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not en exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.