

**MIDWESTERN INTERMEDIATE UNIT IV**

**TITLE:** Educational Consultant

**DATE:** October 24, 2012

**REVISED:** August 13, 2014

**REVISED:** **September 27, 2017**

**REPORTS TO:** Supervisor of Special Education  
or  
Coordinator of Curriculum,  
Instruction and Assessment

**APPROVED BY:** Board of Directors

**JOB SUMMARY:** Supports the Midwestern Intermediate Unit IV school districts and programs by providing technical assistance, training and professional development in the areas identified by PDE/IDEA initiatives. Training and Consultation Staff shall report regularly to their immediate supervisor/director and ultimately to the Director of Special Education.

**GENERAL DUTIES AND RESPONSIBILITIES:**

1. Provide follow-up technical assistance to translate professional development training into classroom or building application.
2. Participate and/or lead committees, teams, and projects in building/district/Midwestern Intermediate Unit programs.
3. Collaborate with districts and Midwestern Intermediate Unit IV teams to facilitate student success.
4. Coordinate professional networking sessions across Midwestern Intermediate Unit IV/districts.
5. Remain current regarding educational topics and initiatives by participating in professional development activities.
6. Maintain, disseminate information and educate personnel on research-based practices and interventions for use with all students.
7. Maintain and disseminate up-to-date information on Federal and State regulations, standards, statutes, and other requirements.
8. Develop and provide technical assistance, training, guided practice and consultation to school districts, intermediate units, families, and local agencies in all assigned initiatives.
9. Create professional development activities using the latest technology, research and educational expertise and ensure alignment with federal and state regulations, PDE/PaTTAN initiatives and research based practices.
10. Attend Midwestern Intermediate Unit IV, State and regional meetings as appropriate.
11. Perform other duties as assigned by the Supervisor or Coordinator.

**CURRICULUM: Certification that is required at the time of posting and Master's Degree required**

**Primary Duties and Responsibilities:**

1. Design and implement Midwestern Intermediate Unit IV and district specific professional and curriculum development programs.
2. Assist in planning for the implementation of comprehensive plans.
3. Facilitate the implementation of "Best Practices" at district-wide, building and classroom levels.
4. Adapt, modify and align existing curriculum and assessment to the needs of students or specific populations.
5. Facilitate teams using data-based, decision making models.
6. Perform other duties as assigned by the Supervisor or Coordinator.

**BEHAVIOR/AUTISM SUPPORT: Special Education Certification required and Master's Degree or Five (5) years experience in targeted area required**

**Primary Duties and Responsibilities:**

1. Provide professional learning of behavior theory, analysis and evidence-based practices to support interdisciplinary teams of educators.
2. Conduct functional behavioral assessments (FBA) utilizing both indirect and direct procedures for district/MIU4 programs. The functional behavioral assessments (FBA) should clearly define, operationalize and measure behaviors targeted for change. This process should utilize evidence-based methodologies for preference and reinforcement assessments in order to determine appropriate and effective reinforcers. This process must fall within the ethical guidelines established by the Behavior Analyst Certification Board (BACB).
3. Develop positive behavior support plans that include evidence based methodologies and practices for reducing target behaviors and develop replacement behaviors. Such plans must comply with regulations set in Pa. Code 22, Chapter 14 Individual with Disabilities and Education Act (IDEIA) and ethical guidelines established by the BACB.
4. Demonstrate the ability to describe and model behavior analytic techniques. Apply behavior analysis into practice and work with students and staff to implement behavior change procedures with fidelity.
5. Remain current with evidence base practice of Applied Behavior Analysis and state initiatives as directed by the Pennsylvania Department of Education (PDE).
6. Perform other duties as assigned by the Supervisor or Coordinator.

**ASSISTIVE TECHNOLOGY: Speech and Language Certification required and Master's Degree or Five (5) years experience in targeted area required**

**Primary Duties and Responsibilities:**

1. Knowledge of state and federal education requirements that impact the consideration and provision of assistive technology in the Local Education Agency/Individualized Education Program (LEA/IEP).
2. Utilize appropriate frameworks for consideration of Assistive Technology in the context of multidisciplinary assessment and in all aspects of education plan development. Apply methods and strategies for gathering and analyzing information to guide the selection, acquisition and use of Assistive Technology devices, services and supports.
3. Must stay current with emerging technology and educational initiatives including relevant research that impacts Assistive Technology.
4. Demonstrate understanding of the relationship of Assistive Technology use to educational academic standards and current state initiatives such as Least Restrictive Environment (LRE), Response to Instruction and Intervention (RtII), and Secondary Transition that promote student achievement.
5. Facilitate the integration of Assistive Technology into the educational program to provide access to the general curriculum for a student with a disability.
6. Implement strategies to support teams in planning for the continuity of Assistive Technology use in transitions across home, school, workplace and community settings.
7. Must have knowledge and understanding of the relationship of Assistive Technology to Universal Design for Learning (UDL) principles.
8. Knowledge of the functions and features of a broad range of Assistive Technology devices, services, and supports to meet student needs.
9. Perform other duties as assigned by the Supervisor or Coordinator

**TRANSITION/INTERAGENCY COORDINATION: Special Education Certification required and Master's Degree or Five (5) years experience in targeted area required**

**Primary Duties and Responsibilities:**

1. Provide assistance in facilitating student services that will allow special education students to reach their maximum potential in their preparation for adult life.
2. Provide training and technical assistance to school districts and local agencies in transition requirements and approaches to provide transition services.
3. Assist in the utilization of needs assessment and planning information to identify priorities for technical assistance. Provide technical assistance, training and information to ensure transition services are address in Individualized Education Programs (IEP).
4. Provide training and technical assistance in the following areas: transition assessment, community-based instruction to include child labor

laws, adult service agencies, parent involvement, financial issues related to employment, post-school educational and training options, employment, social and recreational options, residential options, self-advocacy/self-determination, and functional vocational assessment.

5. Assist district and Midwestern Intermediate Unit IV programs with mapping and enhancement of transition services provided to students with disabilities
6. Assists school districts with strategies to involve adult service providers, employers, and potential participants in transition planning meetings.
7. Facilitate gathering statistical data/information regarding transition services and post-secondary follow-up.
8. Network and maintain relations with community agencies and organizations.
9. Serve as coordinator of the Local Transition Coordinating Council.
10. Perform other duties as assigned by the Supervisor or Coordinator.

**RESPONSE TO INSTRUCTION AND INTERVENTION/INCLUSIVE PRACTICES: Special Education Certification required and Master's Degree or Five (5) years experience in targeted area required**

**Primary Duties and Responsibilities:**

1. Provide technical assistance, training and support to school districts implementing a multi-tiered instructional framework.
2. Provide training, coaching and modeling to staff members in Response to Instruction and Intervention (RtII) components such as academic screening, co-teaching, etc.
3. Plan, organize and direct network meetings with districts/school buildings utilizing an Response to Instruction and Intervention (RtII) model of support.
4. Provide assistance in validation procedures.
5. Participate in data team meetings and provide support and direction using research based problem solving models for gathering and analyzing information to guide the selection, acquisition and use instructional supports.
6. Share and disseminate research based information with Local Education Agencies (LEAs), classroom personnel, and other Response to Instruction and Intervention/Inclusive Practices consultants.
7. Assist school districts with action planning and team maintenance.
8. Adapt, modify and align existing curriculum and assessment to the needs of students or specific populations.
9. Perform other duties as assigned by the Supervisor or Coordinator

**OTHER QUALIFICATIONS:**

- Advanced skill in design and delivery of Professional Development required
- Advanced skill in oral and written communication required
- Knowledge of Adult Learning Theory
- Must have valid driver's license
- Submission of pre-employment medical examination (Section 148 of the Pennsylvania School Code)
- Submission of a report of criminal history record from the Pennsylvania State Police (Section 111 of the Pennsylvania School Code)
- Submission of a clearance report from the Pennsylvania Department of Public Welfare in accordance with Act 151 of 1994
- Submission of Federal Criminal History Report in accordance with Act 114 of 2006
- Submission of Arrest/Conviction Report and Certification Form per Act 24 of 2011
- Such alternatives to the above qualifications as the Board of Directors may find appropriate and acceptable

**PHYSICAL DEMANDS:**

- Ability to reach above and below the waist.
- Ability to use fingers to pick, feel and grasp objects.
- Some stooping, bending and twisting of the body required.
- Ability to lift and/or assist in lifting students of ages ranging from 3-21 and their assistive equipment or devices up to 50 lbs.
- Ability to lift and/or carry supplies and/or papers weighing no more than 50 lbs.
- Ability to stand, walk, or move throughout the classroom for extended periods of time.

**SENSORY ABILITIES:**

- Visual acuity
- Auditory acuity

**WORK ENVIRONMENT:**

- Various training venues
- Subject to inside environmental conditions

**TEMPERAMENT:**

- Must possess excellent interpersonal skills
- Able to make judgments and work under high level of stress

**COGNITIVE ABILITY:**

- Ability to communicate effectively
- Ability to organize tasks
- Ability to handle multiple tasks
- Ability to exercise good judgment

**SPECIFIC SKILLS:**

- Must possess the ability to use and integrate computer technology in an educational context
- Ability to operate various school/office equipment

- Possess the knowledge of curriculum issues PK-12
- Possess ability to plan and deliver learning opportunities for adults
- Possess and exhibit philosophy of lifelong learning
- Ability to facilitate small group interaction
- Ability to problem solve
- Ability to work with diverse groups of people
- Ability to actively engage large groups of adult learners
- Must appropriately handle confidential information

*(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)*