

Education Specialist

DESCRIPTION OF POSITION

Provide quality special education services to Special Education students, through a commitment to team participation in planning and implementation of student programs including special instruction, tutorial assistance, and collaboration with general education staff. Birmingham is committed to providing inclusive opportunities for all students with disabilities. An Education Specialist must be able to engage in a co-teaching relationship with a General Education teacher to provide inclusive educational opportunities for students with disabilities.

REQUIRED QUALIFICATIONS:

Under Every Student Succeeds Act (ESSA) candidates must possess a Bachelor's Degree from an accredited college or university and hold an appropriate, valid California Education Specialist teaching credential.

DESIRED QUALIFICATIONS:

Single subject credential in math, science, English or history
Bilingual Spanish/English
ED and/or Autism Certification

REQUIRED SKILLS:

Ability to effectively engage in a co-teaching relationship including co-planning, co-assessing, and co-instructing
Ability to communicate effectively both orally and in writing
Establish and maintain cooperative and effective working relationships with others
Maintain consistent, punctual, regular attendance
Meet scheduled timelines; plan and organize work load
Ability to establish a positive rapport with parents and students
Establish high expectations for students with disabilities to support their access to the General Education curriculum in an inclusive environment.

TYPICAL DUTIES AND RESPONSIBILITIES:

- Work collaboratively, based on assignment, which may include, but is not limited to, working with General Education teachers to provide co-instruction, co-assessment, and co-planning to promote inclusive opportunities for students with disabilities, or teaching students with disabilities in a stand alone class.
- Provide instruction to students using a variety of research based strategies in one or more subject area, such as Algebra, Geometry, Biology, Environmental Science, English, or Social Studies.
- Utilize instructional technology to support student learning and build skill deficits.
- Provide academic support in a specialized classroom setting for students with disabilities (i.e. Study Skills, Content Labs, etc.).
- Develop, monitor, and support individualized transition plans to prepare students for post-high school educational and career goals.
- Maintain accurate and complete student records, and prepare reports on students and activities, as required by laws, district policies, and administrative regulations.

- Confer with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development.
- Monitor student goal progress outlined in individualized education plans.
- Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
- Establish and enforce rules for behavior and policies to maintain order among students.
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Develop and implement strategies to meet the needs of students with a variety of handicapping conditions.
- Modify and accommodate the general education curriculum for special-needs students, based on a variety of instructional techniques and technologies.
- Confer with parents or guardians, other teachers, counselors, school psychologists and administrators in order to resolve students' behavioral and academic problems.
- Coordinate placement of students with special needs into mainstream classes.
- Administer standardized achievement tests, and interpret results to determine students' strengths and areas of need.
- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Use Welligent to write IEPs and maintain student service records.
- Attend staff meetings and serve on committees as required.
- Follow-up with providers to confirm that IEP attendance, reports, and services are being completed.
- Complete any additional duties as required by Administrative Director or CEO/Principal.

Physical Demands:

- Spends the majority of the day standing and sitting in the classroom
- While standing the teacher will frequently hold light objects they are working and demonstrating, etc. These can be held from waist level to slightly above the teacher's head
- Teacher must be able to walk through the classroom and be able to maneuver in tight spaces between desks. Dealing with students can entail kneeling or squatting, stooping and bending from 50-70 degrees at the waist on an occasional to frequent basis on a given day
- The chalkboard or white board is occasionally to frequently used which can require grasping the chalk or marker or eraser, reaching at, below or above shoulder height with the dominant upper extremity and may require trunk or neck rotation to look back at class
- Teachers may be required to assist in physical education on a rotating basis and this would occasionally involve lifting, using both upper extremities while assisting the child
- The teacher may be required to supervise student lunch, which involves walking on even and uneven surfaces including pea gravel and negotiating a 6" curb
- The teacher may use computers, overhead projectors, TV, VCR, etc. which would require a 10 pound force to push or pull the TV/VCR stand (the overhead projector requires 5 pounds of force to move)

- The teacher often moves students' desks and chairs to change the layout of the classroom to influence teaching situations
- It is occasionally necessary to lift and carry boxes weighing up to 25 pounds from the office to the classroom up to 200 feet away
- The teacher must sit on an occasional basis when developing lesson plans, grading, etc.
- Sitting at a desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion
- It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day

Work Environment:

This position works in a variety of settings including classrooms and outdoors and may experience heat or cold extremes as well as fumes, odors, dust; noise level is moderate to loud.

Right to Revise:

This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed, as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Employee: I have received a copy of the above Job Description and agree to direct any questions to my supervisor.

Employee Signature

Date