

# **JOB DESCRIPTION**

## **PATERSON BOARD OF EDUCATION**

**CHILD STUDY TEAM/COUNSELOR  
/MEDICAL PERSONNEL  
3201 Learning Disabilities Teacher-  
Consultant  
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**JOB TITLE:           LEARNING DISABILITIES TEACHER - CONSULTANT**

**REPORTS TO:       Cluster supervisor or designee**

**SUPERVISES:       Students**

### **NATURE AND SCOPE OF JOB:**

Provides a full range of services as a member of the Child Study Team in the identification and diagnosis of perceptual and learning disabilities and in the prescription and delivery of appropriate and effective educational services and programs. The Learning Disabilities Teacher-Consultant (LDTC) is primarily a teacher and a consultant, assisting the instructional staff in an understanding of the needs of students with disabilities and recommending and demonstrating techniques, strategies, and materials so that virtually every student meets or exceeds the New Jersey Core Curriculum Content Standards.

### **QUALIFICATIONS:**

The Learning Disabilities Teacher-Consultant shall:

1.     Hold a Master's Degree from an accredited college or university.
2.     Hold a valid New Jersey educational services certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11 with a learning disabilities teacher-consultant endorsement (N.J.A.C. 6:11-11.13) and other appropriate endorsement(s) in accordance with the requirements of N.J.A.C. 6:11-10.1 et seq..
3.     Hold and maintain a valid driver's license with no serious violations.
4.     Have at least five years of excellent teaching experience.
5.     Have excellent integrity and demonstrate good moral character and initiative.
6.     Demonstrate knowledge and understanding of child growth and development, learning assessment and diagnosis, the needs and demands of the classroom professional and research related to learning, instructional strategies, and classroom management.
7.     Demonstrate an understanding of current rules and regulations regarding Child Study Teams and special education assessment and program requirements.
8.     Exhibit a personality that demonstrates enthusiasm and the interpersonal skills to relate well with students, staff, administration, parents, and the community.

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9. Demonstrate the ability to communicate effectively in English, orally and in writing, using proper grammar and vocabulary.
10. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
11. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
12. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
13. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4..
14. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
15. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

### **VERIFICATION OF COMPETENCY:**

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations of teaching performance and performance as a Learning Disabilities Teacher-Consultant.
4. Office ollege transcripts.
5. Employment interview.

### **EMPLOYMENT TERMS:**

The Learning Disabilities Teacher-Consultant shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.

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3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Learning Disabilities Teacher-Consultant shall:

1. Provide comprehensive educational evaluation services as a member of the Child Study Team and the Intervention and Referral Team (IRT) in the assessment of, educational planning for, monitoring of, and re-evaluation of students in need of special services, in accordance with all applicable federal, State and local codes and regulations.
2. Use observation, conferences with the instructional staff, and various assessment techniques to make diagnostic evaluations of individual students in terms of academic performance and learning characteristics in order to identify and diagnose leaning strengths and difficulties and perceptual problems which manifest themselves in the school setting. (N.J.A.C. 6:28-3.4 et seq.) Share findings in writing and orally with appropriate staff and family so that effective interventions and programs are provided.
3. Prepare with other Child Study Team members, teachers, and parents, an Individualized Education Program (IEP) for each identified student. Monitor the Plan's implementation, and participate in the annual review.
4. Ensure that the instructional program for the identified student addresses the Core Curriculum Content Standards and any accommodations. Also, ensure that the IEP clearly specifies the performance levels in the Standards at which the student is expected to demonstrate competency (N.J.A.C. 6A:14-3.7 et seq.)
5. Monitor and evaluate the educational program of students with special learning needs both in and out of the district, through observations, review of school records, staff conferences, and written observation reports to determine whether the present educational program is the one best suited for the students' development. Make recommendations for change where indicated.
6. Serve as the liaison between the student and other professionals providing services (e.g., other members of the Child Study Team, guidance personnel, administrators, teachers, specialists, and medical personnel) to provide effective communications and a coordinated educational program for the student.
7. Assist the instructional staff through conferences, consultations, observations, and demonstrations with classroom organization and the implementation of effective instructional

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strategies and materials for all students in general and for students with special learning needs in particular.

8. Serve as a consultant to the Principal and instructional staff in matters concerning identification of learning needs and curriculum development so that effective programs and experiences are provided for all students. Recommend policies and procedures that promote student responsibility and a rigorous, supportive academic school environment.
9. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of other school districts and agencies within the community.
10. Assist with group testing programs for measuring the aptitudes, achievement, and interests of students, and assist the instructional staff in interpretation of the findings so that programs are developed or modified to meet the needs of students.
11. Provide academic counseling in individual and group settings for students, parents, and personnel who work with the student(s).
12. Initiate, conduct, and assist in the design of surveys and research that have implications for the school program and academic climate for learning.
13. Visit pupil homes when appropriate or upon request of the principal or supervisor.
14. Attend required staff meetings and serve, as appropriate, on staff committees.
15. Participate in faculty, school, parent, and community meetings and programs, sharing observations, issues and resources available.
16. Conduct or provide staff development sessions and educational programs for parents to promote an understanding of learning concepts and to increase competency in dealing with problems in learning, behavior, and adjustment.
17. Complete in a timely fashion all records and reports as required by law and regulation or requested by supervisors.
18. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
19. Summarize, interpret, and disseminate current developments in learning theory and the educational performance of students through reading of professional journals, participation in professional development, and involvement in professional organizations.

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20. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).
21. Maintain in safe working condition and operate electronic and other equipment needed to carry out job functions and responsibilities.
22. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and other agencies associated with the school.
23. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
24. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal or supervisor, and not otherwise prohibited by law or regulation.
25. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

#### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.

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6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

### ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

### EVALUATION:

The Cluster supervisor or designee shall evaluate the Learning Disabilities Teacher-Consultant in accordance with Policy 3221 or 3222, Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

  
Approved

12/10/03  
Date