

EDUCATIONAL SPECIALIST
MILD TO MODERATE SUPPORT NEEDS

DEFINITION:

The Educational Specialist: Mild to Moderate Support Needs (MMSN) Teacher works under the direction of the school principal and the Director of Special Education. The primary function of the Educational Specialist: MMSN Teacher is teaching students who are identified by the IEP team and have a written individualized education program. The manner in which the MMSN Teacher provides direct services to the student is on a one-to-one, group, or classroom basis. Instruction occurs in an appropriate educational setting and may include the general education classroom. The MMSN Teacher, with other IEP team members, defines specific goals and objectives, services, modifications, and accommodations in the written individualized education program and participates in the annual review, triennial review and any special review of the student's progress.

QUALIFICATIONS:**Education:**

- An earned bachelor's degree from a regionally-accredited college or university
- A valid California Educational Specialist: Mild to Moderate Support Needs (MMSN) credential or equivalent combination of credentials/authorizations legally permitting service in the specific disability(ies) and at the level of this class description, must be in force and on file with the Commission on Teacher Credentialing (www.ctc.ca.gov) and/or the Sacramento County Office of Education through an approved Temporary County Certificate (TCC); English Learner Authorization

DISTINGUISHING CHARACTERISTICS:

- Perform essential job functions and job task requirements.
- Ability to support equity, diversity, and inclusion as guiding principles.
- Positive attitude towards students, learning, and teaching.
- Ability to plan, organize, prioritize, and manage time and tasks.
- Ability to work effectively with all racial, ethnic, linguistic, disability, gender identification, sexual identification, and socioeconomic groups.
- Knowledge and experience using Level A and B educational assessment tools such as the WIAT
- General knowledge of positive behavior systems, strategies, plans, and theory.
- Diagnostic and intervention skills for dyslexia and other reading disorders, spelling, writing, mathematics, social, or emotional.
- Ability to communicate effectively with students, parents, peers, administrators, and other District personnel, both individually and as a group.
- Ability to consult effectively with students, parents, peers, administrators and other District personnel emphasizing clear communication and collaboration.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide effective consultation, resource information, and materials to families, educators, and administrators.
- Coordinates special education services with general education and other special education staff.
- Advocate for the inclusion of students with special needs within the educational community.
- Monitor and meet all regulatory timelines and requirements to maintain compliance with county, state, and federal requirements pertaining to IEP and related legal documents.

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- Monitor student progress, maintain documentation of student growth, prepare goals based on data analysis, and recommend evidence-based services in areas of need.
- Create and maintain documents according to district policies and in compliance with student privacy regulations such as service logs, communications records or electronic records.
- Coordinate and complete required transition elements within the IEP process.
- Ability and willingness to co-plan, collaborate, and co-teach with general education staff.
- Supports vocation, college, and independent living readiness documents within the IEP process and coordinates with families and agencies for post-secondary planning.

KNOWLEDGE:

- California Education Code.
- Applicable laws, codes, regulations, standards, policies, and procedures.
- Development patterns of academic, functional, social, and pragmatic skills in students with a variety of disabilities.
- Record-keeping techniques and communication (including phone, messaging, mail, email and interpersonal).

ABILITIES AND SKILLS:

- Written and verbal communication skills.
- Ability to cope with crisis situations.
- Ability to travel to other sites/locations as needed.
- Knowledge of computer-based programs and appropriate technological skills.

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer. Lifts, maneuvers, and positions students into and out of assistive and/or ambulatory devices to meet the requirements of the IEP.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described 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 moderate.
- Employees in this position will be required to work indoors in a classroom environment and come in direct contact with district staff and the public.