

North Central Educational Service District

Job Description – Learning Specialist

Title:	Learning Specialist
Department:	Special Education
Classification:	Licensed
Supervised by:	Superintendent or Designee
Work Year:	Assigned by Contract

Job Purpose Statement:

This position is responsible for evaluating students suspected of having a disability for their educational needs and provide support in implementing instructional programs with regular and special education teachers. The Learning Specialist is responsible for planning and delivery of instruction and/or adoption of the education program to enable students to benefit from their educational experiences.

Job Qualifications: Education and Experience:

- BA/BS or higher degree (*required*) with a major in one or more of the following areas: Curriculum, Elementary Education, Secondary Education, Special Education, Psychology, Reading, Early Childhood Education, or similar.
- Must hold a current recognized first aid card or be willing to obtain under ORS 342.664 (2).

Licenses, Certifications, Bonding, and/or Testing Required:

- Criminal Justice Fingerprint Clearance
- Valid Driver's License and evidence of insurability
- Valid Oregon Teaching License and endorsement(s) from the Teacher Standards and Practices Commission in the State of Oregon with required endorsements for subject areas
- Successfully pass district background screening

Knowledge, Skills, and Abilities:

- Must be able to perform each essential duty satisfactorily
- Knowledge of age appropriate teaching methods, state curriculum framework, education code, appropriate instructional subjects.
- Knowledge of current concepts, methods, and procedures for curriculum development and implementation
- Knowledge of laws, rules, policies, and trends regarding instruction and evaluation techniques
- Knowledge of human development and learning, behavior management, and communication techniques
- Skills to motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance.
- Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public
- Ability to apply commonsense understanding to carry out detailed and basic written or oral instructions
- Ability to apply knowledge of current research and theory to instructional program
- Ability to plan and implement lessons based on district and school objectives, as well as the ability to address the needs and abilities of students to whom assigned
- Ability to establish and maintain effective relationships with students, peers, and parents
- Skill in oral and written communication
- Ability to perform duties with awareness of all district requirements and school board policies, as well as Oregon law and administrative rule

North Central Educational Service District is an equal opportunity/affirmative action employer committed to workforce diversity and compliance with the Americans with Disabilities Act

Updated March 18, 2019

Essential Job Functions:

1. Use evaluation information and data to identify the needs of individual students by continuous assessment of their abilities
2. The Learning Specialist is responsible for planning and implementing the goals for the Individual Education Plan (IEP).
3. Responsible for the supervision, scheduling and guidance of paraprofessional staff in regards to the planning and implementation of a legally compliant IEP.
4. Use identified student and group needs to plan instruction
5. Ensure that instructional plans are sequenced and aligned with established content standards identified by the District
6. Develop goals for all students based on previous or current data
7. Provide instructional services to students who are enrolled in special education programs
8. Provide consultation to education personnel on behalf of students with disabilities on the specialist's caseload
9. Work as a member of a multi-disciplinary evaluation team to assist in the evaluation of the educational needs of persons suspected of having a disability
10. Conduct evaluations to determine educational eligibility, including achievement tests and rating scales, seeking the assistance of district and outside specialists as required
11. Disseminate paperwork to appropriate parties
12. Evaluate data to determine effective evidence-based curricula or strategies to support student academic, social, and behavioral needs
13. Refer students for observation to members of the support staff, which includes a Speech Therapist, P.T., O.T., administrator, or outside specialists
14. Work with special education staff in developing and improving special education programs
15. Coordinate and supervise work experience and on-campus job training programs involving students with disabilities
16. Write instructional plans that advance students toward meeting state and district instructional goals and standards
17. Use a variety of effective instructional methods and materials to implement instructional plans
18. Determine the effectiveness of specific instructional strategies regarding the achievement of all students
19. Make and track progress toward instructional and professional goals using established action plans, milestones and timelines
20. Manage the classroom to create the optimum learning conditions
21. Make appropriate application of learning theory to meet the needs of both individual and groups of students
22. Initiate, plan, and carry out parent conferences, IEP and eligibility meetings to communicate students' progress or eligibility as necessary to support student success in meeting academic and behavioral goals
23. Conduct and review functional behavior assessments and behavior intervention plans when necessary for student success
24. Actively participate in professional development activities to maintain knowledge and skills to support student success in both academic and behavioral areas
25. Plan, coordinate, and supervise volunteers, instructional assistants, and other paraprofessionals
26. Supervise students in and out of the classroom
27. Initiate and maintain communication with colleagues, including engaging in effective problem-solving regarding professional issues
28. Assist in the assessment of building level needs and the planning required to meet those needs
29. Attend meetings and serve on committees as directed to assist with program and curricular coordination
30. Maintain confidentiality of student, family, staff, and school records

31. Demonstrate knowledge of current concepts, methods, and procedures for curriculum development and implementation, and assessment of individual and group progress
32. Demonstrate knowledge of effective evaluation techniques for both individual and group assessments
33. Demonstrate knowledge of human development and learning
34. Demonstrate knowledge of effective behavior management techniques, including knowledge of functional behavior assessments, effective motivational and corrective techniques for students with special needs
35. Demonstrate knowledge of effective communication techniques with students, parents, patrons, and other professionals
36. Demonstrate knowledge of laws, rules, policies, and trends regarding instruction
37. Demonstrate professional conduct and be an effective role model for students
38. Maintain regular attendance and promptness in reporting for duty, as well as timeliness in submitting required reports and other professional paperwork
39. Comply with District and State standards of professional conduct
40. Corresponds with district staff and stakeholders via email
41. May be asked to translate, if applicable

Workplace Expectations:

- Work effectively with and respond to people from diverse cultures or backgrounds.
- Demonstrate professionalism and appropriate judgment in behavior, speech and dress in a neat, clean and appropriate professional manner for the assignment and work setting.
- Have regular and punctual attendance.
- Confer regularly with other ESD staff, ESD Districts, and immediate supervisor.
- Follow all District policies, work procedures and reasonable requests by proper authority.
- Maintain the integrity of confidential information relating to a student, family, colleague or District patron.

Physical Requirements:

1. **In an eight-hour day employee may:**

- | | | | | |
|---------------|-------------------------------|-----------------------------------|--|--|
| a. Stand/Walk | <input type="checkbox"/> None | <input type="checkbox"/> 1-4 hrs. | <input checked="" type="checkbox"/> 4-6 hrs. | <input type="checkbox"/> 6-8 hrs. |
| b. Sit | <input type="checkbox"/> None | <input type="checkbox"/> 1-3 hrs. | <input type="checkbox"/> 3-5 hrs. | <input checked="" type="checkbox"/> 5-8 hrs. |
| c. Drive | <input type="checkbox"/> None | <input type="checkbox"/> 1-3 hrs. | <input checked="" type="checkbox"/> 3-5 hrs. | <input type="checkbox"/> 5-8 hrs. |

2. **Employee may use hands for repetitive:**

☒ Single Grasping ☐ Pushing and Pulling ☒ Fine Manipulation

3. **Employee may use feet for repetitive movement as in operating foot controls:**

☐ Yes ☒ No

4. **Employee may need to:**

- | | | | |
|-----------------|-------------------------------------|--|-------------------------------------|
| a. Bend | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not at all |
| b. Squat | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not at all |
| c. Climb Stairs | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not at all |
| d. Lift | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not at all |

5. **Lifting:**

☐ **Sedentary Work:** Lifting 10 pounds occasionally with frequent sitting and occasional standing/walking.

☒ **Light Work:** Lifting 25 pounds occasionally with frequent sitting and occasional standing/walking.

☐ **Medium Work:** Lifting 50 pounds occasionally, 25 pounds frequently with occasional sitting and frequent standing/walking.

☐ **Medium Heavy Work:** Lifting 75 pounds occasionally, 35 pounds frequently with occasional sitting and frequent standing/walking.

☐ **Heavy Work:** Lifting 100 pounds occasionally, 50 pounds frequently with occasional sitting and frequent standing/walking.

Mandatory Child Abuse Reporting

As mandatory reporter (ORS.419b.010) you are required to immediately report to Law Enforcement and or Department of Human Services, any instances of suspected child abuse.

Agreement

I have reviewed the requirements and expectations for the above position and understand its content. I am aware that my position description may be revised or updated at any time and once notified of changes, I remain responsible for the knowledge of its contents.

The statements contained herein reflect general details necessary to describe the principle functions required of this position, the level of knowledge and the skill typically required and the scope of responsibility.

I, _____ have read and received a copy of this job description. I understand the expectations required for this position and that a copy of this job description will become part of my personnel file.

Employee Signature

Date