



## LEMOORE UNION ELEMENTARY SCHOOL DISTRICT

### Job Description

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**Title:** Special Services Instructional Resource Teacher

**Reports to:** Assistant Superintendent of Special Services

**Department:** School Site

**Classification:** Certificated

**FLSA Status:** Non-Exempt

**Work Year:** 186 Days

**Board Approval:** May 10, 2022

**Salary Schedule:** Certificated

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#### **JOB SUMMARY:**

Under the general supervision of the Assistant Superintendent of Special Services, the Special Services Instructional Teacher uses their comprehensive knowledge and expertise to build a positive culture, and maximize staff and student learning in the areas of Special Education. The incumbent will help to facilitate professional development activities, student interventions, and extended learning opportunities. The primary responsibility of this position is support to the Assistant Superintendent of Special Services and school site staff. The Special Services Instructional Teacher will ensure that all students with disabilities are served appropriately and assist the district with maximizing student growth and teacher support and retention.

#### **DISTINGUISHING CHARACTERISTICS:**

The job of the Special Services Instructional Teacher is to build the capacity of the district Special Education Program and provide support to teachers and staff to meet the learning needs of all students. Their goal is to ensure that special education staff acquires the understanding and skills to enhance instructional practices at the classroom level and to raise the level of student achievement. The incumbent performs highly specialized professional duties and is responsible for representing the District in affairs related to all learning supports including but not limited to curriculum, instruction, and assessment. They will promote the District's philosophy, goals, objectives, and vision. Incumbent exercises a high degree of discretion and independent judgment in the performance and execution of assigned duties. Decisions made in this position significantly affect the instructional operations of the District. The Special Services Instructional Teacher receives administrative direction from the Assistant Superintendent and the site administrators.

#### **ESSENTIAL FUNCTIONS:**

- Serves as an instructional leader to promote effective teaching strategies to ensure mastery of the California Content Standards, National Common Core Standards, and 21st Century Learning Skills.
- Coordinate special education at all sites in collaboration with district and site administration.
- Provide onsite coaching for teachers, specifically in the areas of Special Education, social-emotional support, IEP implementation, and classroom management support.
- Provide professional development activities in order to increase the knowledge and skills of special education staff, regular education teachers, administration, and support staff.
- Provide support to special education teachers in lesson design, lesson demonstration, assessment design, 504 plans, and IEP development and implementation.
- Provide professional development and IEP/504 development training to ensure competence and compliance.

- Assist the Assistant Superintendent in program planning and staff development activities.
- Monitor due process implementation to check for compliance with rules/regulations and to increase case managers' skills/knowledge.
- Promote effective research-proven strategies and best practices designed to improve student academic and behavior achievement.
- Serves as a Mentor for teachers who are in an Induction Program and/or Intern Program, as needed.
- Assist with the analysis and development of assessments to monitor student progress towards the mastery of the California Content Standards and National Common Core Standards.
- Work with the Site Administration to support special education staff and students.
- Support District and Site efforts to implement effective programs for special education students and staff.
- Maintain professional competence through participation in in-service education activities as provided by the district, state, consultants, or professional growth activities.
- Maintain a high level of knowledge regarding developing special education issues, changes in the laws, and educational methods of teaching students with disabilities, for the purpose of managing effective special education programs.
- Attend SELPA IEP meetings as directed by Assistant Superintendent.
- Act as District Representative at SELPA Advisory meetings as directed by Assistant Superintendent.
- Act as Private School Case Manager.
- Monitor Home and Hospital Program.
- Participate and assist with CDE Program Monitoring.
- Act as Bridges Academy Administrative Designee in conjunction with and under the direction of Assistant Superintendent.

**OTHER JOB-RELATED DUTIES:**

- Perform other related duties as directed by the Assistant Superintendent of Special Services.

**REQUIRED QUALIFICATIONS:**

Knowledge of:

- Professional Learning Communities framework and solid implementation structures.
- California Content Standards, National Common Core Standards, and 21st Century Learning Skills.
- Knowledge of special education/504 federal and state laws and regulations, including a range of mediation skills.
- Current curriculum trends in reading, language arts, math, NGSS, special education, social studies, and social-emotional supports.
- Standards-based lesson design and delivery, including direct instruction and collaborative learning structures.
- The relevant content areas and skillful application of research-based strategies to provide access to content standards for all students.
- Implementation of a standards-based curriculum with SBE-approved instructional materials.
- The utilization of district student information and assessment data systems. Use assessment data to help staff make appropriate teaching decisions.
- Designing and delivering professional staff development for curriculum and instruction.
- Research-proven instruction and current educational leadership practices.
- Pedagogical methods and techniques that promote student learning.

- Student learning development especially as relates to students with disabilities.
- Organizational principles and practices.
- Student supervision and intervention practices in classroom and playground activities.
- Reading and writing communication skills.
- Interpersonal relations skills using tact, patience, and courtesy.
- Word processing and presentation software.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Knowledge and skills in behavior management.
- Knowledge of disabilities and effective curriculum practices.

Ability to:

- Analyze and use data for instructional decision-making, especially in differentiating instruction for students at risk and assisting teachers in modifying curriculum and instruction.
- Assist in planning and prioritizing learning activities to support the educational needs of students.
- Locate and provide appropriate instructional resources to teachers and teams.
- Establish and maintain effective and cooperative working relationships with those contacted in the course of work, including students, parents, and co-workers.
- Possess interpersonal, problem solving, and organizational skills required to effectively facilitate coaching and staff development.
- See and read, with or without vision aids; ability to hear and understand speech at normal levels; ability to communicate so others will clearly understand normal conversation.
- Assist a diverse range of students in developing self-help and social skills.
- Work well with people and establish and maintain effective working relationships.
- Prepare and give training and presentations to various audiences.
- Operate a computer and related software.
- Monitor, observe and report student behavior according to approved policies and procedures.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Perform routine clerical duties in support of classroom activities.
- Understand and follow oral and written directions.
- Learn procedures, functions, and limitations of assigned duties.
- Apply and explain policies and procedures related to school and program activities.
- Actively participate in meeting District goals and outcomes.
- Apply integrity and trust in all situations.
- Communicate effectively both orally and in writing.
- Operate a variety of office and classroom equipment including a computer and assigned software.

**EDUCATION AND EXPERIENCE:** Any combination of education and experience that could likely provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the knowledge, skills, and abilities would be

Education:

- Possession of a valid K-8 California Educational Specialist teaching credential, with appropriate English Language Learner authorization and autism authorization.

Experience:

- Minimum of five years of successful teaching experience in the education of special education students.

License/Certificates:

- Possession of a valid California Class C Driver's License issued by the State Department of Motor Vehicles.

**DESIRABLE QUALIFICATIONS:**

- Masters' degree in Special Education or other related fields preferred.
- PPS Credential preferred.
- Collaborative team leader, mentor teacher or NTI Support Provider preferred.
- Bilingual preferred.

**WORKING CONDITIONS:**

**Environment:** Indoor/Outdoor environment, drive a vehicle to conduct work.

**Physical Demands:**

- Hearing and speaking to exchange information and assist students in instructional activities.
- Visual ability to read printed instructional materials, handwritten or typed documents, data, and the display screen of various office equipment.
- Ability to conduct verbal conversations.
- Hear normal range verbal conversation (approximately 60 decibels).
- Sit, stand, stoop, kneel, bend and walk.
- Lift and/or carry up to 10 or more pounds frequently.
- Lift and/or carry up to 20 or more pounds occasionally.
- Lift and/or carry up to 50 or more pounds infrequently.
- Exhibit full range of motion for shoulder external rotation and internal rotation, shoulder abduction and adduction, elbow flexion and extension, shoulder extension and flexion, back lateral flexion, hip flexion and extension, and knee flexion.
- Demonstrate manual dexterity necessary to operate a variety of instructional equipment including a computer and other office equipment in a safe and effective manner.
- Driving a motor vehicle.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

*The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.*

*Lemoore Union Elementary School District is an Equal Opportunity Employer. The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.). Reasonable accommodations are made under (A.D.A.) as required by law.*