

RESOURCE SPECIALIST - LEARNING HANDICAPPED

Definition

Under supervision of the Administrative Assistant Educational Services and school site principal, to provide an integrated adjunctive educational program for Learning Handicapped students which provides the assistance necessary to maintain their enrollment in regular education.

Essential Duties

1. Submit student goals and objectives as they relate to the basic program goals and objectives, job description, and IEP for the current year;
2. Teach assigned students in a resource program such portions of the basic educational program that are in keeping with each pupil's IEP; place major emphasis on a consistent developmental learning curriculum, accommodating various learning styles, a positive behavioral framework and use the adopted curriculum;
3. Provide ongoing assessment and participate in the team process of setting appropriate students learner objectives for each IEP;
4. Demonstrate working knowledge of clear lesson objectives and effective use of direct teacher instruction, provide appropriate creative learning experiences based on IEP's in language and communication, social behavior, academic skills and career/vocational skills;
5. Maintain good communication with other staff members, administrators, and parents by sharing teaching techniques and other information regarding special education;
6. Provide proper student control and a suitable learning environment that creates a positive atmosphere for the growth of the individual child;
7. Provide constant supervision for the welfare and safety of pupils which includes filing all accident reports for pupils;
8. Report all illnesses, health and safety problems to the nurse and/or school site administrator;
9. Initiate and follow through with implementation of new and appropriate ideas, materials, and techniques suitable to group and individual needs based on IEP;
10. Contribute to inservice planning and implementation for parents and general education at the school site level;
11. Plan IEP's jointly with Learning Center team members, keeping parents informed at all times of progress and program changes, with comprehensive report of progress at the annual review;
12. Maintain effective communication by working closely and cooperatively with regular classroom teachers, consultant, site administrator, speech specialist, nurse, psychologist, and community agencies to help provide a complete program for individual pupils;
13. Communicate with and supervise the instructional aide assigned to the classroom;
14. Be sensitive about confidential matters concerning children, parents, school and working relationship responding to those in a professional manner;
15. Make regular entries in anecdotal records, on curriculum checklists and other reports as required;
16. Adhere to schedules, duties and requested follow-ups in a timely manner;
17. Participate in scheduled inservice training meetings and workshops, conferences, etc., to provide for professional growth;
18. Maintain a daily schedule and use an up-to-date lesson plan;
19. Support parent groups with parent suggested activities;
20. Perform other duties as assigned by the Administrative Assistant Educational Services.

Qualifications

Ability: Communicate orally.

Experience

1. Three years of successful teaching experience preferred;
2. Knowledge and experience in the use of academic achievement tests and evaluation procedures.

Education

Master's Degree preferred.

Licenses

1. Learning Handicapped Credential;
2. Resource Specialist Certificate;
3. California Driver's License.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be

made to enable individuals with disabilities to perform the essential functions. The employee is required to: regularly stand, walk, sit, and talk or hear; occasionally reach with hands and arms; occasionally work extended hours; frequently lift and/or move up to 10 pounds such as boxes of books and teaching material; frequently interact with the public and other staff. Specific abilities include close vision, distance vision, peripheral vision, the ability to adjust focus, the ability to hear conversations in quiet and noisy environments, and the ability to speak clearly in order to exchange information and make presentations. Some driving is necessary.

WORK ENVIRONMENT: The work environment characteristics described here 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 quiet to moderate. Work is performed mostly indoors with some outdoor work. The employee is required to interact occasionally with dissatisfied or abusive individuals. The employee is directly responsible for the safety, well-being and work output of students. The information contained in this job description is for compliance with the Americans with Disabilities Act and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Adopted 5/18/87; Revised 9/97