



Position Title: **Learning Specialist**

Department: Building

Reports To: Building Principal

**SUMMARY:** Evaluate students suspected of having a disability for their educational needs. Support instructional programs with regular and special education teachers. Responsible for planning and delivery of instruction and/or adoption of the education program to enable students to benefit from educational experiences. The Learning Specialist is responsible for planning and implementing the goals for the Individual Education Plan (IEP). The Learning Specialist is also responsible for the supervision and guidance of paraprofessional staff in regards to the planning and implementation of a legally compliant IEP.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** Other duties may be assigned.

1. Use evaluation information and data to identify the needs of individual students by continuous assessment of their abilities
2. Use identified student and group needs to plan instruction
3. Ensure that instructional plans are sequenced and aligned with established content standards identified by the District
4. Develop goals for all students based on previous or current data
5. Provide instructional services to students who are enrolled in special education programs
6. Provide consultation to education personnel on behalf of students with disabilities on the specialist's caseload
7. 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
8. Conduct evaluations to determine educational eligibility, including achievement tests and rating scales, seeking the assistance of district and outside specialists as required
9. Disseminate paperwork to appropriate parties
10. Develop paraprofessional and student schedules and make adjustments as needed
11. Evaluate data to determine effective evidence-based curricula or strategies to support student academic, social, and behavioral needs
12. Refer students for observation to members of the support staff, which includes a Speech Therapist, P.T., O.T., administrator, or outside specialists
13. Work with special education staff in developing and improving special education programs
14. Coordinate and supervise work experience and on-campus job training programs involving students with disabilities

15. Write instructional plans that advance students toward meeting state and district instructional goals and standards
16. Use a variety of effective instructional methods and materials to implement instructional plans
17. Determine the effectiveness of specific instructional strategies regarding the achievement of all students
18. Make and track progress toward instructional and professional goals using established action plans, milestones and timelines
19. Manage the classroom to create the optimum learning conditions
20. Make appropriate application of learning theory to meet the needs of both individual and groups of students
21. 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
22. Conduct and review functional behavior assessments and behavior intervention plans when necessary for student success
23. Actively participate in professional development activities to maintain knowledge and skills to support student success in both academic and behavioral areas
24. Plan, coordinate, and supervise volunteers, instructional assistants, and other paraprofessionals
25. Supervise students in and out of the classroom
26. Initiate and maintain communication with colleagues, including engaging in effective problem-solving regarding professional issues
27. Assist in the assessment of building level needs and the planning required to meet those needs
28. Attend meetings and serve on committees as directed to assist with program and curricular coordination
29. Maintain confidentiality of student, family, staff, and school records
30. Demonstrate knowledge of current concepts, methods, and procedures for curriculum development and implementation, and assessment of individual and group progress
31. Demonstrate knowledge of effective evaluation techniques for both individual and group assessments
32. Demonstrate knowledge of human development and learning
33. Demonstrate knowledge of effective behavior management techniques, including knowledge of functional behavior assessments, effective motivational and corrective techniques for students with special needs
34. Demonstrate knowledge of effective communication techniques with students, parents, patrons, and other professionals
35. Demonstrate knowledge of laws, rules, policies, and trends regarding instruction
36. Demonstrate professional conduct and be an effective role model for students
37. Maintain regular attendance and promptness in reporting for duty, as well as timeliness in submitting required reports and other professional paperwork
38. Comply with District and State standards of professional conduct
39. Corresponds with district staff and stakeholders via email
40. May be asked to translate, if applicable

**SUPERVISORY RESPONSIBILITIES:** Supervises classroom environment, including students, classified employees, and volunteers.

**QUALIFICATION REQUIREMENTS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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 techniques, and communication techniques.

**EDUCATION / EXPERIENCE:** Bachelors degree from an accredited college or university. Valid Oregon Teaching License. Three years satisfactory teaching and experience in a special education setting preferred.

**LANGUAGE SKILLS:** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public.

**MATHEMATICAL SKILLS:** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to apply basic arithmetic calculations using units of American money. Ability to compute hourly, daily, and contractual rates. Ability to proofread and cross check work for accuracy.

**REASONING ABILITY:** Ability to apply commonsense understanding to carry out detailed and basic written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

**OTHER SKILLS and ABILITIES:** 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.

**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.

While performing the duties of this job, the employee is regularly required to reach with hands and arms. The employee frequently is required to stand, walk, sit, and talk or hear. The employee is occasionally required to use hands to finger, handle, or feel objects, tools, or controls; climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift 50 lbs and or push/pull up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment. The employee must be able to handle the stress and frustration associated with non-compliant or limited-ability students or those with behavioral, developmental, or psychological disorders.

**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 moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) 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.

*I have read and understand this job description.*

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Signature

\_\_\_\_\_  
Date