



# RIALTO UNIFIED SCHOOL DISTRICT

## INSTRUCTIONAL SPECIALIST- SPECIAL EDUCATION

### Management Job Description

#### DEFINITION

Under the direction of the Lead Special Service Agent, provides leadership and coordinate development, implementation and evaluation in all educational program areas associated with specialized designed instruction and intervention with the ability to plan instruction based on analyses of students' strength to meet their learning needs. Participates in each school's staff development, program development, and innovation of special methods and approaches mild disabilities.

#### ESSENTIAL DUTIES

- Collaborates with regular classroom teachers with interpreting the abilities and disabilities of students, assists the teachers in developing classroom intervention strategies and modifying general education curricular as necessary.
- Collaborates with staff to create differentiated learning experiences based on the districts Learning and Teaching Framework.
- Coordinates intervention services for students with exceptional learning, social, and behavioral needs that support the district's strategic plan.
- Develops procedures, guidelines, timelines, and acquires materials for all schools' differentiation services to support students with exceptional needs in inclusive environments.
- Serves as a district representative at school sites special education meetings.
- Facilitates the effective management, use, and analysis of data to improve academic outcomes for students.
- Works in collaboration with all staff to problem solve and to identify innovative, practical, and effective differentiation strategies based on student strengths to meet student-learning needs.
- Facilitates the transition of student information among appropriate staff.
- Reviews and analyzes individual student data, building data, and district data as they relate to the improving academic outcomes.
- Provides professional development and leadership in the areas of data collection, differentiation instruction, and the implementation of accommodations, modifications, and adaptations that enable students to be successful in all academic content standards.
- Assists staff in identifying the gap between performance and expectations, linking strategy to assessment, and designing high-quality interventions.
- Provide curriculum support and training for all teachers and continuous staff development that supports inclusive school environments.
- Conducts or participates in needed parent conferences, telephone conferences, and other forms of professional communication.
- Provide input regarding appropriate intervention/remediation strategies for students with exceptional needs.
- Assist teachers in the development and implementation of effective classroom management strategies, individual behavioral intervention, instructional planning, and classroom organization, as needed.
- Model instructional practices in a variety of settings and provide follow-up support to ensure effective teacher implementation.
- Assist teachers and principals in designing programs to meet the instructional needs of students who receive special education and related services.
- Observe teachers and provide feedback.
- Completes required reports and record keeping as mandated by state and local policies and procedures
- Provide ongoing professional development and support to teachers.
- Perform other related duties as assigned.

#### QUALIFICATIONS

##### Knowledge of:

- Effective inclusive practices
- Universal design for learning (UDL)
- Differentiated Instruction
- Learning Centers
- IEP planning process and continuum of program options
- Data analysis to improve instruction outcomes
- Special education law and procedural safeguards
- Principles and methodologies of effective teaching and curriculum design

**Ability to:**

- Ability to communicate and interact effectively with students, teachers, parents, colleagues, and community leaders
- Utilize instructional technology tools and materials.

**EXPERIENCE AND EDUCATION****Experience:**

- Five years of teaching experience.
- Possession of a valid California Driver's License; must have available private transportation.

**Education:**

- Possession of a valid California Special Education Credential(s), General Education Credential(s), or a Pupil Personnel Services Credential: School Psychologist Authorization.
- Possession of an Administrative Credential preferred

**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 of this job.

**PHYSICAL CLASS:**

Moderate lifting - 40 pounds maximum with occasional lifting and/or carrying objects weighing up to 5 pounds.

**WORK AREA REQUIREMENTS:**

Ability to use common school hand tools, computer, telephone and photocopy machine; Ability to traverse any part of a 10 acre campus which would include asphalt, sidewalks, grass on playgrounds, dirt, and bus areas; Spend up to 3 hours a week outside.

**PHYSICAL REQUIREMENTS:**

The time requirements are listed considering this wording and meaning:

Occasionally/low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours

Stooping:	Occasionally	Carrying:	Frequently
Bending:	Occasionally	Standing:	0-30 minutes to 1 hour
Lifting:	Occasionally	Kneeling:	Not required
Reaching:	Occasionally	Sitting:	0 or may sit 60 minutes a day
Handling:	Frequently	Crouching:	Occasionally
Grasping:	Frequently	Push/Pull:	Occasionally
*Driving: Must have ability to get to in-service meetings		Fingering:	Occasionally

***\*Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.***

**FREQUENT MOTION:**

Twisting:	Low
Wrist flexion:	Yes - Occasionally
Elbow flexion/extension:	Yes - Frequently
Reaching to shoulder level or above:	Yes - Occasionally
Forward shoulder/neck flexion:	Yes - Occasionally
Reaching below shoulder level:	Yes - Frequently

**SENSORY REQUIREMENTS:**

Ability to see:	Constantly	Ability to talk:	Constantly
Ability to hear:	Constantly	Ability to smell:	Constantly
Ability to touch:	Constantly		

**MUST BE ABLE TO DEAL WITH THESE ENVIRONMENTAL CONSIDERATIONS:**

Odor:	Yes	Fluorescent lights:	Yes, all day long
Humidity:	Yes, occasionally	Working inside:	95% of the day
Moisture:	Occasionally	Working outside:	5% of the day
Floor may be slippery at times:	Yes, tile areas		
Noise:	Must be able to work around "productive noise"		
Heat:	Has own air conditioning/heating may break down		
Working in close quarters with others:	Yes, all day long		

**THIS JOB REQUIRES:**

Alertness:	Yes - Constantly	The use of two hands:	Yes - Constantly
Attention to detail:	Yes - Constantly	Recall of names and dates:	Yes - Constantly
Ability to work in temperatures down to 40 degrees and up to 110 degrees.			

**ABILITY TO DEAL WITH PSYCHOLOGICAL FACTORS:**

Team work:	Yes - Constantly	Repetitive tasks:	Yes
Frustration:	Medium – depends on time of year	Level of responsibility:	High
Must keep up with schedule:	High		
Able to work overtime as needed: High Dealing with angry parents, students: Yes			

**PHYSIOLOGICAL FACTORS:**

Must maintain a high level of consciousness:	Yes	Ability to comprehend and follow directions:	Yes
Orientation to time, place, or person:	Yes	Able to keep up a high activity level during the shift:	Yes
Ability to read at 12 grade level:	Yes		

**Pre-Employment Requirements That Must Be Met For Employment:**

- Fingerprints on file as required by State Law through Rialto Unified School District.
- TB Skin Test as required by State Law.