

**TITLE:** **LEARNING CONSULTANT**

**QUALIFICATIONS:** Master's degree in learning disabilities from an accredited institution and a learning disabilities teacher certificate issued by the New Jersey State Department of Education

**REPORTS TO:** **DIRECTOR OF PUPIL SERVICES**

**JOB GOAL:** As an educational specialist, the learning consultant is responsible for 1) making an assessment and analysis of a child's learning characteristics; 2) designing instructional strategies and individualized educational plans; 3) playing an active role on a multi disciplinary team; 4) acting as an educational consultant to classroom teachers, parents, administrators, and other pupil services specialists; and 5) planning and providing in service education.

**PERFORMANCE RESPONSIBILITIES:**

In order to fulfill his/her professional responsibilities, the **LEARNING CONSULTANT** shall:

1. Provide services to the general educational staff regarding techniques, materials, and programs for pupils experiencing learning difficulties by:
  - a. Assisting teacher(s) through the problem identification process.
  - b. Reviewing pupil records and analyzing work samples.
  - c. Observing the pupil in informal and formal settings.
  - d. Assessing the pupil's current level of educational functioning.
  - e. Designing and implementing instructional strategies to prevent and/or remediate educational difficulties.
  - f. Monitoring the effectiveness of recommended strategies.
2. Provide preventive and supportive services to non-handicapped pupils by:
  - a. Screening all entering kindergarten children for school readiness and/or special education needs.
  - b. Identifying and assisting students who require referral to other pupil services specialists and/or special programs within the district.
  - c. Identifying and assisting students who require referral to other helping agencies.
  - d. Using informal and formal assessment procedures to identify students who possess special needs, talents, or characteristics -- students for whom the school may wish to provide special programs and/or experiences.

3. Evaluate and determine eligibility of pupils for special education and/or related services by:

a. Participating with the child study team in determining the need for a comprehensive evaluation and designing an evaluation plan consistent with NJAC 6:28-3.4 (a).

b. Completing an initial evaluation or re-evaluation which includes an observation of the pupil communication with the pupil; an evaluation and analysis of the pupil's intellectual, social, emotional, and adaptive functioning and how they affect the pupil's learning.

c. Translating the implications of significant findings into educational and/or behavioral management strategies for the pupil in the classroom and at home.

d. Determining eligibility for special education programs and related services.

4. Participate in the development and/or revision of the individualized educational program for each pupil by:

a. Translating assessment data into specific educational goals, objectives, and instructional strategies responsive to the pupil's assessed needs.

b. Providing a description of the pupil's educational program consistent with NJAC 6:28-3.6 (e) 5.

6:28- c. Coordinating the development of the instructional guide consistent with NJAC 3.6 (g-I).

pupil, d. Meeting annually, or more often if necessary, with the parent(s), teacher(s), and if appropriate, to review and revise the instructional guide and the basic plan of the individualized educational program consistent with the NJAC 6:28-3.6 (j-k).

an e. Developing a transition plan during a 21 year-old handicapped pupil's last year in educational program. Said plan shall consist of non-binding written recommendations concerning services and resources available after the responsibility of the district Board of Education has ended. NJAC 6:28-3.6 (m).

f. Monitoring and evaluating the effectiveness of the individualized educational program.

5. Serve as a consultant to classroom teachers, administrators, other pupil services specialists and parents by:

a. Maintaining liaison between the school and home on matters pertaining to the IEP (case manager).

b. Maintaining liaison between the school (administration, classroom teachers, other pupil services specialists) and the child study team (case manager).

c. Offering assistance to parents, when it is requested, by suggesting materials and techniques that they can use with their children at home.

d. Consulting with parents regarding the interpretation of educational findings, recommendations, and suggested parent participation in the implementation of the individualized educational program.

- e. Consulting with teachers regarding significant educational findings, appropriate instructional strategies, materials, learning environment, and intervention strategies that enhance the educational performance of pupils.
  - f. Consulting with administrators and supervisors regarding program effectiveness, program development/adaptation materials and equipment, and needs of specific pupils.
6. Prepare and maintain mandated records and reports by:
- (30) a. Preparing and submitting written reports on diagnostic assessments within thirty school days from the date of evaluation.
  - b. Preparing summaries of assessment findings for inclusion with the basic plan section of the IEP within five working days of the IEP conference.
  - c. Maintaining pupil records consistent with NJAC 6:3.2.
  - d. Completing and submitting to the Director of Pupil Services a monthly report on services provided by the learning consultant.
7. Follow federal, state, and district mandates on the identification, referral, evaluation, classification, and planning and placement of students by:
- a. Providing for parental notice, consent, and participation consistent with NJAC 6:28-2.3 and 3.3.
  - b. Completing assessments for initial evaluation, classification, and placement within forty-five (45) calendar days.
  - c. Completing assessments for reevaluation and reclassification prior to the expiration date of the current classification.
  - d. Developing an individualized education program consistent with NJAC 6:28-3.6.
  - e. Implementing the basic plan section of the IEP within fifteen (15) days of parental consent to classification and initial placement.
8. Contribute to the quality of student life by:
- a. Establishing and maintaining an inviting relationship with students (verbal and non-verbal behaviors, physical environments, and printed signs).
  - b. Helping students develop a positive self-concept.
  - c. Identifying and developing programs for “at risk students.”
9. Maintain and improve professional competencies by:
- a. Participating in district workshop and activities sponsored by the Professional Development Council.
  - b. Enrolling in approved college course-work.
  - c. Maintaining active membership in professional associations.
  - d. Planning and providing individual or group in service programs in the areas of

learning disabilities, associated learning characteristics and instructional strategies.

e. Participating in self studies and peer review procedures for program evaluation.

f. Participating in a supervisory option for tenured teaching staff members.

10. Maintain open communications with parents by:

a. Utilizing the telephone to contact parents when needed.

b. Responding to telephone calls and written requests in a timely manner.

c. Informing parents of the special education programs and related services through special bulletins, parent workshops and presentations at Back-to-School Night and PTO meetings.

11. Attend staff meetings and serve on staff committees by:

a. Being punctual for staff meetings.

b. Participating in the discussion of agenda items.

c. Volunteering for district and building committees.

d. Providing time and knowledge to the development of curricular materials and organizations for the enhancement of the overall educational program.

12. Cooperate with the principal in the supervision of student behavior when deemed necessary by:

a. Using appropriate and consistent techniques of behavior management.

b. Making rules and expectations clear to students.

13. Establish and maintain a professional working relationship with other staff by:

a. Accepting them as persons and as professionals.

b. Showing respect for individual expertise.

c. Fostering an openness in communication.

d. Demonstrating an understanding of different roles.

e. Developing and maintaining trust with regard to confidentiality of information relevant to the educational planning and management of students.

14. Uphold and enforce school rules, administrative regulations, and Board Policy.