

UNIT: CERTIFIED
TDR B
FLSA: Exempt

CLASSIFICATION

EXCEPTIONAL EDUCATION RESOURCE SUPPORT SPECIALIST

SUMMARY

Effectively manage the Exceptional Education learning environment to evaluate, monitor, and collect data on the students' performance in order to advance student achievement. Understand and appreciate diversity. Work collaboratively with a team to plan instruction. Demonstrate commitment to continuous learning.

MINIMUM REQUIREMENTS

Arizona Special Education Teaching Certificate
Arizona IVP Fingerprint Clearance Card

5 years of teaching experience in the area of Special Education
Experience working with a web-based IEP Program
Experience writing IEPs
Knowledge of a variety of assessment tools used for evaluating and screening students with disabilities
Demonstrates ability to work with professionals and parents as a team

PREFERRED QUALIFICATIONS

Bilingual (Spanish) endorsement
Demonstrated success in engaging African American and Latino students
Enjoys being with and around students with disabilities
Team player
Knowledge of special education: eligibilities and criteria
Understanding Developmental Practices, current trends special education
Experience working with data
Works collaboratively with parents, team members, and department staff

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Assess student needs and performance using formal and informal assessments.

Collect and maintain data on student progress.

Complete evaluations and IEPs in a timely manner and communicate effectively with parents regarding their student.

Evaluate students' performance regarding achievements in curriculum and activities. Make necessary provisions to meet learning needs.

Ensure parents and students are informed of methods of evaluation used.

Assist parents in problem solving and acquiring the necessary knowledge and skills to support the development and implementation of their child's Individualized Education Plan (IEP).

Develop transition plans for students, if appropriate. This can include instruction in job skills, development of on-the-job (OJT) placements, supervision of OJT student placements, instruction in college & career readiness, demonstration and teaching use of tools and safety equipment, demonstration of production requirements used in work settings.

Participates as a member of an instructional team to promote Exceptional Education opportunities and activities for students consistent with district and school education objectives.

Collaborate with specialists as needed to assist students.

Serves as a member of multi-disciplinary teams in student assessment and placement.

Observe behavior of children in the classroom and on the playground.

May monitor the activities of a teacher assistant.

Monitor on a regular basis confidential folders and IEPs to ensure accuracy, completeness, and compliance.

Adheres to all court orders, state and federal laws, and District policies and regulations pertaining to Special Education.

Other duties as assigned by Ex Ed Leadership.

MARGINAL FUNCTIONS

Support Exceptional Education programs and staff as needed.

MENTAL TASKS

Communicates – verbally and in writing. Reads. Analyze and evaluate student progress and course curriculum. Develop, implement and evaluate plans. Manages classroom. Promotes learning and ensures safety. Perform functions from written and oral instructions and from observing and listening to others. Evaluate written materials to include written assignments and tests.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, lifting, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

WORKING CONDITIONS

Indoor - classroom environment. Outdoor - all weather conditions and temperatures. Playground environment. Contact with the public, employees, children and parents. Exposure to noise, dusts, gas and fumes.

CONTROL, SUPERVISION

Monitor control of students, volunteers and/or assistants in the classroom, playground, field-trips, lunchroom, library, school buses and other areas.