

**RESOURCE SPECIALIST TEACHER****DEFINITION:**

Under the direction of the principal and the Director of Special Education, and in coordination with the regular classroom teacher, to provide direct instruction to students identified for the program using specific teaching strategies and methodologies in the core curriculum as defined by stated goals and objectives in each student's Individualized Education Program (IEP) for up to 49% of the school day.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Deliver instruction individually or in small groups in various service delivery models in the Least Restrictive Environment for the student; individualize instructional processes, adapt instructional delivery systems; provide individual and group instruction in teaching strategies that provide student with compensatory skills to remediate student learning disorders and effectively utilize the available instructional time; normally serve students at one site but may serve students at two sites.
- Utilize an adopted course of study, and curriculum and instruction guidelines, and other materials to develop lesson plans and teach outlines designed to remediate diagnosed learning dysfunctions; design and implement transition plans for students on the caseload.
- Review, analyze, and evaluate the history and background of students with learning handicaps and make recommendations to support staff, classroom teacher, parents and district personnel appropriate diagnostic/instructional services; assist in referral of an individual with exceptional needs to available community agencies when their needs cannot be met by the services provided by the District.
- Provide consultative, resource, and supervisory services in program and curriculum planning, research, and program evaluation for special projects involving learning handicaps within the school and at the district level; plan with teachers and other staff members implementation of instructional strategies to meet the needs of an individual with a learning handicap.
- Conduct formal and informal assessments with a student with mild to moderate disabilities, including assessment of verbal and non-verbal communication abilities and identify effective intervention techniques to enable the student to reach his/her fullest physical, emotional, psychological, educational, and behavioral potential.
- Participate as a member of the IEP team to develop IEP goals, objectives, adaptations, accommodations, modifications and instructional plans; implement and monitor the IEP.
- Develop individual and group behavior management programs; provide reasonable safety precautions to protect students, staff, equipment, materials and the school facility; design and implement positive behavioral support plans and interventions based on functional analysis assessment; supervise students in the classroom and, as needed, in and out of classroom activities during the assigned workday, as directed by the principal.
- Confer frequently with parents and professional staff members regarding the educational, social, and personal concerns of such students; conduct /participate in parent conferences as directed, including those to be selected on the same schedule as the general education programs.
- Keep appropriate records and all other records pertinent to the special education program for the state reports and program accountability; prepare grades and progress reports.
- Train and guide Special Education Assistants assigned to the program.
- Participate as needed by the principal, in curriculum development programs within the school or assignment and/or district level; attend school staff meetings, District meetings and in-services and professional growth activities related to special education; share in the sponsorship of student activities and participate in faculty committees such as Student Study Team (SST) when requested by the principal.
- Develop personal and professional performance goals in accord with District and State guidelines.
- Perform other related duties as assigned.

**QUALIFICATIONS:**

Knowledge of:

Basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with special needs; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; classroom procedures and appropriate student conduct; equipment operation related to special education students; principles of training and providing work direction; educational trends and research findings pertaining to individuals with special needs; applicable sections of the State Education Code and other applicable laws; basic computer skills; socio and economic and cultural background differences of the general school population; and student and parent rights with respect to special education programs.

Ability to:

Use appropriate principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aides, services, and technology for individuals with disabilities; manage learning environments that are safe and effective and that facilitate positive self-esteem and self-advocacy; collaborate and communicate effectively both orally and in writing; work in partnership to design, implement, and evaluate integrated services; establish and maintain cooperative working relationships; develop and maintain an effective schedule in cooperation with all staff; perform specialized physical health care procedures to assist high-risk students; train and provide work direction to others; and maintain records and prepare reports.

Experience:

Student teaching, internship, or full time teaching experience desirable.

Education:

Bachelor's degree from an accredited college or university .

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

Valid California Education Specialist Credential: Mild/Moderate or Moderate/Severe, or other appropriate credential authorizing teaching in the Resource Specialist Program; must possess CLAD/BCLAD or equivalent at time of employment or within two years of employment (if hired after June, 1994).  
Possession of a valid California Driver's License.

Board Approved: January 15, 2002