



## POSITION GUIDE

**Position Title:** Special Education Consultant

**Code:**

**Department:** Early Childhood & Special Education Services

**Group:** Professional

**Reports to:** Supervisor of Special Education

**Date:** May 2010

---

### PURPOSE OF POSITION:

The Special Education Consultant provides programmatic and individual child expertise to the classroom teacher. The Special Education Consultant is expert in matters relating to classroom management, assessment, behavior supports, learning rates and styles, materials, techniques, diagnostic/prescriptive approaches, and all skills necessary to be an effective classroom teacher. The Special Education Consultant shall not be regarded nor function as an assistant administrator.

### ESSENTIAL FUNCTIONS:

***All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:***

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***

1. Provide curriculum, instruction and assessment support to IU 13 operated, school district and nonpublic programs through training, consultation, and technical assistance.
2. Attends school team meetings convened around data analysis, instructional practices, transition and other needs as identified by school personnel.
3. Provides planning and management support to administrators, teachers and paraeducators in areas such as scheduling, lesson plans, IEP's, student records, information dissemination, assessment, etc.
4. Provide training, consultation and technical assistance to staff regarding positive behavior supports and classroom management, as well as effective practices in instruction, and service delivery.
5. Assists teachers in the utilization of paraeducators and other resources found in both special and general education.
6. Facilitates meetings and other informal groups for administrators, teachers and paraeducators to discuss common ideas, goals, problems, etc. as a means of building morale and engaging in mutual problem solving.
7. Conducts training and staff development as needed.
8. Provides support to special and regular educators on inclusive practices as needed.
9. Remains abreast of current trends in regular and special education through the literature, conference attendance and other means, and be able to translate such trends to effective guidance for the program.

***This is not a complete itemization of all facets of this position.***

10. Fulfills all other duties as required by the Program Supervisor.

**MARGINAL FUNCTIONS:**

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

**KNOWLEDGE & SKILL REQUIREMENTS:**

Education Required: Master's degree preferred OR significant classroom experience in lieu of master's degree

Certification Required: PA certification in any area of Special Education

Experience Required: Minimum of three years of teaching experience in Special Education

Other Qualifications: CPI (Crisis Prevention Institute) Training

**MISCELLANEOUS REQUIREMENTS:**

Adheres to the established work schedule through regular and consistent attendance.

**SUPERVISION OF PERSONNEL:**

N/A

**PHYSICAL/MENTAL/ENVIRONMENT:**

Physical Demands:

Activities: Sit: 60%  
Walk/stand: 40%

Lifting: Up to 20 lbs

Vision: Close concentration

Mental Demands: Interpret, analyze and problem solve

Environment: Normal office or classroom environment