

Language Academy of Sacramento
Job Description: Educational Specialist

POSITION SUMMARY:

The Language Academy of Sacramento is seeking an **Educational Specialist** that would work with a team of Special Education staff to ensure the special education program is appropriately serving the needs of students with special needs. In addition, this person may work with staff and families to provide preventative support to students not yet identified as needing special education services. The Educational Specialist reports to the Academic Director (AD).

MAJOR DUTIES AND RESPONSIBILITIES:

Domain 1: Progress and Student Achievement

- 1.1 Ensuring the school's progress in meeting its long-term academic achievement goals
- 1.2 Supporting school improvement initiatives that close achievement gaps, including identifying students for interventions
- 1.3 Writes and implements effective behavior plans for students.
- 1.4 Writes legally defensible IEPs including individualized goals aligned to state content standards that are reasonably calculated to provide educational benefit to students.
- 1.5 Implements each student's IEP as it is written in accordance to the law.
- 1.6 Monitors individual student's progress utilizing data that reflects student performance on his or her IEP goals; adjusts instruction as needed based on analysis of data.

Domain 2: Quality Learning, Teaching and Assessment

- 2.1 Maintaining appropriate standards of student behavior, using behavioral management strategies and techniques, including positive reinforcement and behavior shaping procedures
- 2.2 Contributing to the teaching and learning environment by fulfilling extra duties as assigned by the AD, attending required meetings, maintaining resources and equipment
- 2.3 Provide students with specialized instruction based on their unique needs resulting from their identified disabilities.
- 2.4 Uses peer-reviewed, research-based instructional strategies to facilitate learning in core academic subjects.
- 2.5 Performs assessment duties as required: understands and is able to administer state tests, teacher-made tests, special education tests, individual and group administered academic tests.
- 2.6 Frequently collaborates with general education teachers, other special education staff and related service providers.
- 2.7 Utilizes assessment results from psychological reports, academic reports and other related service provider reports to develop a draft IEP to be reviewed and modified as appropriate by the IEP team.
- 2.8 Maintains appropriate classroom control and directs the activities of the class to appropriate learning tasks.

Domain 3: Quality of Curriculum

- 3.1 Understanding and organizing subject matter by using adopted curriculum/materials and/or standards aligned resources to make
- 3.2 Demonstrates knowledge of subject matter and presents lessons with a clear and logical structure.
- 3.3 Prepares daily lesson plans utilizing a variety of specialized instructional techniques based upon the unique needs of a students with a variety of learning needs.

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Universal Domain 4: Management, Performance and Accountability

- 4.1 Implementing policies and practices that enable the school to run smoothly and to provide a climate conducive to learning
- 4.2 Supporting that time, people and resources are aligned to the priority areas identified in the school improvement plan
- 4.3 Participates in manifestation determinations for students as necessary.
- 4.4 Schedules IEP meetings with parents, general education teachers, administration and any member of an IEP meeting required by law.

Universal Domain 5: School Culture

- 5.1 Communicating a vision of continuous improvement and high academic expectations
- 5.2 Ensuring sacred work and instructional hours and establishing office hours availability for constituents - minimum of 1 hour and maximum of 2 hours per week, at a time that is easily accessible for parents and LAS colleagues
- 5.3 Maintaining a culture of professionalism by ensuring the highest ethical and professional behavior standards via oral and written communications when working and socializing with students, parents, and school personnel.
- 5.4 Supporting the school's master schedule that is driven by data and is strategically structured to support student learning needs
- 5.5 Demonstrating professionalism in personal appearance and behavior
- 5.6 Consistently exhibit respect, understanding, and sensitivity toward cultural heritage, community values, and individual aspirations of diverse students, families, and colleagues. Demonstrating strategies for overcoming possible biases.

Universal Domain 6: Partnership with Parents and Guardians and the Community

- 6.1 Supporting the development of partnerships with leading educational and community organizations, both locally and nationally, to support, complement, and enhance the charter school's program; collaborating and fostering relationships with internal and external stakeholders

Universal Domain 7: Charter Legislation and Policies

- 7.1 Understanding the Governing Board policies, communicating guidelines inherent in those policies, and overseeing the implementation of the policies
- 7.2 Preparing, collaborating, and delivering written and oral presentations on academic progress of assigned students, to the Governing Board, teachers, parents, and community groups
- 7.3 Attending at least one Governing Board meeting per school year
- 7.4 Participating in a maximum of one board committee and one task force at a time. *Note: Elected Governing Board Teacher Representatives can only be members of one board standing committee and one ad-hoc committee and no task force in a given school year*
- 7.5 Participating in school meetings/trainings pertinent to the work assignment
- 7.6 Maintaining current knowledge of state/federal legislation regulations requirements and guidelines related to assigned duties; attending conferences, reading journals/papers, taking courses, and attending workshops to remain current concerning trends in the education field
- 7.7 Demonstrates knowledge of special education laws as well as SELPA and LEA policies and procedures.

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5 Other duties as assigned.

EDUCATION, CERTIFICATIONS, AND WORK RELATED EXPERIENCE:

1. California Educational Specialist credential (mild-moderate)
2. Master's degree in Education or related field, preferred

CHARACTERISTICS:

Possess the following successful leadership characteristics:

1. Having high, clear expectation and 'expecting a lot';
2. Insisting on consistent implementation of policies, rules and procedures and modeling adherence to these;
3. Providing prompt; explicit feedback when standards and expectations are not met;
4. Being decisive and even courageous when necessary;
5. Insisting that teaching and learning make up the core purpose of the school and not letting anything get in the way of this purpose;
6. Modeling and setting a high standard for professional learning;
7. Challenging and moving people out of their comfort zones;
8. Adopting and insisting on continual evaluation, evidence, planning, and action;
9. Possessing a vision for the future of the organization, communicating this and adhering to it; and
10. Possessing and demonstrating moral authority, professionalism and commitment.

KNOWLEDGE AND ABILITY:

- Operational knowledge of the Internet and web-related technologies
- Possesses strong oral and written communication skills in **English and Spanish**
- Works independently with little direct supervision
- Works as part of a team and initiate assistance when needed
- Accepts responsibility and is self-motivated
- Demonstrates strong work ethic to achieve academy goals
- Displays effective multi-tasking and time management skills
- Willing to learn, work hard, whatever it takes" attitude
- Value the effectiveness of a structured school-wide curriculum and pacing plans
- Act on the premise that every child can learn

Please submit the following:

- Letter of Introduction
- Current Resume
- TB Clearance
- NCLB Certificate of Compliance
- Copy of Current Credential
- Letters of Recommendation (minimum of two)