

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Resource Specialist (Special Education-Resource Specialist Program [RSP])	CLASSIFICATION:	Certificated Non-Management (SCTA)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	0299	WORK YEAR:	184 Days
DEPARTMENT:	Special Education	SALARY:	K-12 and Preschool Teacher Salary Schedule T
REPORTS TO:	Assigned Supervisor	BOARD APPROVAL:	09-05-74
		BOARD REVISION:	08-29-79 08-07-08

BASIC FUNCTION:

Under the direction of the Special Education Department and the principal(s) of his/her assigned school(s), the Resource Specialist (Special Education-RSP) will work with individuals at elementary or secondary levels with exceptional needs, classroom teachers and principals, prescription, implementation, and evaluation of instructional planning, special instruction, tutorial assistance or other services to individuals with exceptional needs.

DISTINGUISHING CHARACTERISTICS:

The Resource Specialist (Special Education-RSP) shall provide support to students who spend the majority of their time in regular education classrooms.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

1. Engage and support all students in learning by using a variety of instructional strategies to respond to students' diverse needs. **E**
2. Maintain appropriate standards of student behavior, using behavioral management strategies and techniques, including positive reinforcement and behavior shaping procedures. **E**
3. Understand and organize subject matter by using district-provided curriculum/materials and/or standards aligned resources to make subject matter accessible to all students. **E**
4. Plan instruction and design learning experiences for all students by sequencing instructional activities and materials for student learning. **E**
5. Assess and evaluate student learning to guide instruction, and communicate progress with students, families, and appropriate staff. **E**
6. Contribute to the teaching and learning environment by fulfilling extra duties as assigned, attending required meetings, maintaining resources and equipment, and assisting in maintaining acceptable student behavior outside of classroom. **E**
7. Serve as a member of the Individualized Education Plan (IEP) team, and develop and implement appropriate standards-based IEP goals and objectives. **E**

8. Appropriately utilize the services of the classroom instructional assistant/paraprofessional staff to support students' learning (if applicable). **E**
9. Communicate, collaborate, and work cooperatively with general education teachers, interpret the abilities and disabilities of those students, and assist the students' core curriculum instructional needs. **E**
10. Provide support, per the Collective Bargaining Agreement (CBA), for students who spend the majority of their time in regular education classrooms. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree, including all courses to meet credential requirement, from an approved institution is required. Applicants must have completed, be enrolled in, or indicate their intent to enroll in an advanced preparation program in special education. Preference will be given to those who have completed one or more years of teaching experience.

LICENSES AND OTHER REQUIREMENTS:

Valid Resource Specialist Program (RSP) Certificate or Mild/Moderate or Moderate/Severe Credential issued by the California Commission on Teacher Credentialing, English Language Authorization, and No Child Left Behind (NCLB) compliant, if applicable.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Regular classroom, diversified special education classroom, and other learning environments; constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Walk, stand, or sit for extended periods of time; bend at the waist, kneel, or crouch to assist students; reach overhead, above the shoulders, and horizontally; hear and speak to exchange information; see to read a variety of materials and monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities, prepare materials, operate specialized equipment or office equipment; stand and restrain students who become physically aggressive; push wheelchairs; moderate to heavy lifting of students.

SAMPLE HAZARDS:

Occasional contact with dissatisfied individuals; may experience exposure to anti-social behavior and verbally and physically abusive students; exposure to lice, bodily fluids, and communicable diseases.

Former Classification: Resource Specialist Teacher, Special Education, Elementary-Secondary)