

Lenawee ISD

Role Description

Position Title: Teacher Consultant for Students with Emotional Impairments
Area: Special Education
Reports To: Regional Supervisor
Last Revised: May 2021

SUMMARY:

The Teacher Consultant for students with Emotional Impairments will work directly with individual student's educational teams comprised of parents, local district staff, LISD staff, and agency staff to develop intervention plans, coach teams members, facilitate/participate on problem-solving meetings, and conduct follow-up to ensure plan integrity and accountability to further student growth, learning, and progress in the curriculum.

ESSENTIAL JOB FUNCTIONS *Include the following. Other duties may be assigned.*

- Supports students with emotional impairments in the general education curriculum to the maximum extent possible through teaming and collaboration with parents, local district staff, LISD staff, and agency staff.
- Possesses knowledge of and promotes *empirically supported* interventions and strategies to increase effective practice in meeting the needs of students with Emotional Impairments. Utilizes observation, training, coaching, consultation, and team facilitation to meet this goal.
- Facilitates an effective building-team process that will include:
 - Assisting in developing building-level support teams,
 - Assisting the team in collecting and analyzing student data to guide plan development,
 - Developing effective intervention and support plans,
 - Establishing duties and timelines,
 - Assisting team in clarifying necessary supports including the scope and duration of the supports,
 - Performing follow-up activities that include an emphasis on accountability,
 - Using data on student learning to guide plan revisions.
- Assist in data analysis, and assist the team in reaching consensus on student's plan.
- Works directly with students for time-limited activities such as assessing skills, providing specific support for a pre-determined need, and to become familiar with the student's classroom setting and demands.

- Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Maintains accurate, complete and correct records as required by law, district policy, and administrative regulation.
- Establishes and follows a schedule of contact for assigned students/districts.
- Makes provisions for being available to students, their parents, and school staff for education related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Maintains professional competence in the field by attending and participating in professional organizations, workshops and conferences.
- Follows the departmental rules and guidelines as found in the department handbook; attends staff meetings; and serves on staff committees as require
- Assumes other responsibilities and performs other duties as assigned Supervisor
- Competencies, Skills and Abilities:
 - Ability to use computer for tasks such as for basic word processing, daily email, electronic calendaring, excel data processing, etc.
 - Ability to balance figures
 - Ability to compile statistics
 - Ability to coordinate itineraries/meetings/events/schedules
 - Ability to research information
 - Ability to prioritize multiple tasks
 - Ability to deal effectively with a changing environment and be open to new ideas
 - Ability to communicate in person, via phone and computer
- Physical Demands:
 - Occasional reaching/stooping/bending/kneeling/ crouching
 - Must be able to move intermittently throughout the work day with frequent prolonged standing/walking/ talking
 - Must be able to read and speak the English language
 - Must have visual acuity
 - Must be able to see, hear, and move intermittently, or use prosthetics that will enable you to function adequately to assure that the requirements of this position can be fully met.
 - Must be able to cope with the mental and emotional stress of the position.
- Working Conditions:
 - Handle high stress and multi-task situations
 - Must have a regular and reliable level of attendance
 - Occasional pressures due to multiple calls and projects
 - May be exposed to long and/or irregular hours

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential job function satisfactorily. The requirements listed above are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Required:

- At least 3 years experience working with students with Emotional and behavioral impairments
- Good presence and public speaking skills
- Possess a good working relationship with peers and has a credible reputation in the school system

Preferred:

- Minimum Master's Degree in area of Special Education

REQUIRED CERTIFICATES, LICENSES, and REGISTRATIONS

- Possess valid Michigan Special Education certificate

TERMS OF EMPLOYMENT

Weeks, salary and fringe benefits per LIEA master contract

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board policy on "Staff Evaluations".

Approved by: _____

Date: _____

Reviewed and Agreed to by: _____

Date: _____