

AEA System Job Description for Special Education Consultant

Central Rivers Area Education Agency

Job Title: Special Education Consultant

Reports To: Regional Director (or Assigned Administrator)

Classification: Certified

Job Summary

The Special Education Consultant, in partnership with educators, families and communities, integrates consultative, coaching, and collaborative services within educational systems. Responsibilities include completing Child Find tasks to determine eligibility for special education, assessing, implementing evidence-based practices, and collaborating on interventions that address the unique needs of learners. Working within the agency's educational framework, the consultant fosters positive learning environments, ensures compliance with state and federal guidelines, and enhances the overall success of learners Birth-21.

Qualifications

- 1. Education:**
 - Master's degree in special education or education with at least 30 graduate hours in special education.
 - 2. Licensure:**
 - Iowa Bureau of Educational Examiners license with a Special Education Consultant endorsement.
 - 3. Experience:**
 - Minimum of four years of successful teaching experience, with at least two years in special education.
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Essential Functions

- 1. Consultation, Collaboration, and Coaching**
 - Act as a liaison among the agency, local schools, families, and community organizations to support learners' academic, behavioral, and social-emotional development.
 - Collaborate, consult, and coach educators in Specially Designed Instruction (SDI) within a Multi-Tiered System of Support (MTSS).
 - Provide consultation and coaching to general and special education teachers on instructional strategies and behavior management.
- 2. Assessment and Intervention**

- Facilitate the implementation of the Child Find and reevaluation processes, including evaluations to determine eligibility for special education services.
- Assist in developing and implementing Individualized Education Plans (IEPs) aligned with state and federal requirements.
- Provide individual and group interventions as specified in Individualized Education Plans (IEPs).

3. Instructional Support

- Support teachers in adapting curriculum and instructional methods to meet the needs of learners with disabilities.
- Model and coach evidence-based instructional strategies, including co-teaching and differentiated instruction.
- Assist schools in using data to make informed decisions about instructional practices.

4. Compliance and Documentation

- Maintain documentation of activities and ensure confidentiality in accordance with FERPA and HIPAA regulations.
- Ensure adherence to IDEA regulations, state policies, and agency procedures.
- Provide professional development and training to educators, staff, and families to enhance the implementation of effective educational practices.

5. Professional Development

- Participate in internal and external (as directed) professional learning activities to stay current with trends and evidence-based practices

Additional Responsibilities

- Advocate for learners with disabilities and promote inclusive practices
- Perform other duties as assigned to support the overall goals and objectives of the department, ensuring flexibility and adaptability in response to changing needs and priorities

Skills and Abilities

- 1. Assessment and Data-Driven Decision Making**
 - 2. Intervention Design and Implementation**
 - 3. Cultural Competence and Sensitivity**
 - 4. Technology Integration**
 - 5. Collaboration and Teamwork**
 - 6. Communication Skills**
 - 7. Time Management**
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Working Conditions

- **Regular travel requirements:** Frequent travel is required between office locations and school sites within the agency's designated region. Travel often involves multiple trips within a single day and may necessitate extended periods in a vehicle. Occasional statewide or out-of-state travel for conferences, training sessions, and other professional development events is also expected.
 - **Physical demands:** In addition to regular standing and sitting, the role may involve prolonged periods of walking or standing, particularly during site visits or meetings. Occasional lifting and carrying of equipment and materials (weighing up to 25 pounds) is required. This may include setting up for presentations, carrying materials to different locations, and managing files or supplies. The role also requires sufficient mobility and dexterity to perform office-based tasks, including typing, filing, and other administrative duties.
 - **Environmental conditions:** Travel and on-site visits may expose employees to varying weather conditions and environments, including outdoor settings, school facilities, and community event locations. The ability to adapt to diverse environments, including loud or crowded spaces, is important.
 - **Visual and auditory requirements:** Effective performance in this role requires clear and efficient verbal communication with staff, learners, and community members. Auditory ability is necessary for listening to presentations and participating in discussions, while visual acuity is required for reviewing documents, digital screens, and visual materials.
 - **Cognitive demands:** The role requires a high level of concentration, attention to detail, and ability to manage multiple tasks simultaneously. The ability to remain organized and flexible amidst frequent interruptions and variable work schedules is essential.
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Terms of Employment

- The length of the work year and salary will be established by the agency in alignment with board policies.
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Evaluation

Performance will be evaluated based on the Iowa Teaching Standards with AEA Criteria, as outlined by the Iowa Department of Education, and in accordance with established agency policies for certified staff.

System Wide - March 2025