

**RESOURCE SPECIALIST TEACHER – SPECIAL EDUCATION**

**Definition:**

The resource Specialist Teacher works under the direction of the school principal and the Director of Special Education. The primary function of the Resource Specialist is working with those pupils who are identified by the IEP team and have a written individualized education program. The manner in which the Resource Specialist provides direct services to these individuals is on a one-to-one or group basis. Instruction occurs in an appropriate educational setting and may include the regular classroom. The Resource Specialist, with other IEP team members, defines specific goals and objectives in the written individualized education program and participates in the annual review, triennial review and any special review of the pupil's progress.

**Qualifications:**

Credential

A valid California Resource Specialist Credential issued by the Commission on Teacher Credentialing.

Experience

Three (3) or more years of teaching experience, including both regular and special education.

**Additional Qualifications**

- ❖ Strong communication abilities
- ❖ Understanding of general testing concepts, methods
- ❖ Behavioral analysis and positive intervention skills
- ❖ Ability to consult with professionals
- ❖ Ability to diagnose and provide remediation of: reading, spelling, writing, mathematics; and positive interventions for students with delayed auditory and visual perception, eye/hand coordination and/or gross motor coordination.

**Typical Duties and Responsibilities:**

In addition to direct instruction and services to individuals with exceptional needs, the resource specialist also provides the following services:

- ❖ Provides consultation, resource information, and materials regarding individuals with exceptional needs to parents and regular education teachers.
- ❖ Coordinates special education services with regular and preschool programs.
- ❖ Monitors pupil progress, participates in review and revision of individualized education programs, and refers pupils who do not show progress.
- ❖ Provides emphasis at the secondary level on academic achievement, career and vocational development, and preparation for adult life.

Board Approved: 2/1993