

MONMOUTH REGIONAL HIGH SCHOOL

TITLE LEARNING DISABILITIES TEACHER-CONSULTANT

- c. Visual and auditory perception,
 - d. Interest, attitude and self concept,
 - e. Mode of learning,
 - f. Levels of thinking.
5. To review the educational, psychological, medical and social evaluations with the Child Study Team to determine the most appropriate educational program and placement for the student.
 6. To implement the educational plan recommended by the Child Study Team within the school setting. The following steps are usually taken:
 - a. Report to the classroom teacher the results of the educational assessment,
 - b. Suggest appropriate methods and material of instruction as well as adapting special educational instructional materials and resources most helpful to the student,
 - c. Provide special instruction to students, when prescribed by the Child Study Team, on a one-to-one, or one-to few basis for appropriate periods to time.
 - d. Prepare written evaluation of progress of those students provided with individual instruction.
 - e. Remain available for consultation with all members of the school staff, parents and guardians regarding the student's special needs.
 7. To review periodically the students educational program to determine its effectiveness,
 8. To prepare an annual overview of the status of all student evaluations in process and distribute same to Director of Special Services, Principals, Team Members, and Counselors,
 9. To prepare in concert with the Director of Special Services all reports of students evaluated and/or classified.
 10. To associate with professional organizations for the purpose of enhancing professional growth.
 11. To be knowledgeable about new instructional and evaluative methods and materials and about new techniques for determining the specific needs of the individual child.
 12. Performs other duties which may be within the scope of his/her employment and certification as may be assigned.

Accountability:

The learning disabilities teacher-consultant executes his/her responsibility under the direction of the Director of Student Personnel Services and in concert with other Team members.

Relationships:

School personnel:

Principal

To cooperate with the principal in implementing programs to meet the specific needs of the individual child.

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Subject Supervisors

To consult, when appropriate, to better fulfill the specific needs of the individual child in the classroom.

Teachers

To maintain a cooperative working relationship with instructional personnel in implementing programs to meet the specific needs of the individual child.

Community

To promote good relationships with the community regarding the needs of the individual child and his/her educational program.

Evaluation:

Performance of this job will be evaluated by the Director of Special Services at least one (1) time per year in accordance with Board policy and negotiated agreements. Prior to tenure, evaluation will be three (3) times a year.

Approved

Date

First Reading Board of Education: November 17, 2015

Second Reading and Adoption: December 1, 2015