

## **JOB DESCRIPTION**

### **Clackamas ESD**

**POSITION TITLE:** Evaluation Specialist

**DEPARTMENT:** Special Education

**WORK YEAR:** 190 days

**SUPERVISED BY:** CESD Coordinator

**ASSOCIATION:** Licensed

#### **GENERAL DESCRIPTION OF THE POSITION:**

The Evaluation Specialist provides initial intake services for students referred to the Child Evaluation and Service Center (CESC) to assist in developing appropriate evaluation plans. The Specialist administers tests, interprets the results, and reports the findings. The Specialist provides a variety of services, including but not limited to full psychoeducational evaluations, vocational transition evaluations, evaluation of ESL students, and evaluation of young children with disabilities prior to entering kindergarten. The Specialist completes evaluations as a part of a CESC multidisciplinary team or as a single diagnostic evaluator.

#### **ESSENTIAL FUNCTIONS:**

1. Gathers and analyzes information about the student to understand the referral question(s) and develops an evaluation plan to address the presenting issues. Collects information through a variety of means including review of students' records, interviews with teachers, parents or students.
2. Confers with multidisciplinary team members to share the referral data gathered and formulates a case specific evaluation plan
3. Administers, scores, and interprets tests
4. Analyzes results of the evaluation and incorporates the information into a synthesized report representing the findings of the multidisciplinary team or a single evaluator
5. Facilitates conferences with other members of the multidisciplinary team to share evaluation results with representatives from the local district, the parent, and the student, as appropriate
6. Produces a written report including a summary of the evaluation findings, data to assist the local district in determining eligibility for special education, and instructional recommendations for the student
7. Assumes a leadership role for the day-to-day operation of the Child Evaluation and Service Center, as assigned
8. Maintains knowledge of best practices and school reform initiatives in instruction and evaluation for students with disabilities and communicates information to local district instructional staff, as professional development needs are identified
9. Maintains knowledge of state and federal special education regulations and procedures with regard to referral, identification, evaluation, placement, and provision of a free appropriate public education

**ADDITIONAL FUNCTIONS:**

1. Follows and supports ESD policies and procedures
2. Performs other duties as may be assigned
3. Works cooperatively and harmoniously with clients, co-workers, and supervisors
4. Maintains professional and technical knowledge by participating in professional development activities

**MINIMUM QUALIFICATIONS:**

1. Current Oregon teaching license with appropriate special education endorsement and authorization
2. Experience teaching students with disabilities in grades K-12
3. Recent successful experience developing academic and behavioral recommendations to assist the local school district to meet the needs of students evaluated
4. Working knowledge of Individuals with Disabilities Education Act regulations and procedures
5. Recent successful experience administering and interpreting educational tests and measurements
6. Demonstrated ability to work as a member of a multidisciplinary team
7. Demonstrated ability to compose and produce concise professional documents
8. Technology skills in word processing and computer test scoring sufficient to perform the essential functions
9. Ability to acquire and maintain a valid first aid and CPR card
10. Written and oral communication skills sufficient to perform essential functions
11. Physical and mental attributes sufficient to perform essential functions

**WORKING CONDITIONS:**

Local travel required to deliver services in multiple sites during day and week

**PHYSICAL JOB TASK REQUIREMENTS:**

The physical requirements checked are essential to successfully performing the duties associated with this position.

## 1. Employee may need to:

- |                            |                                       |  |  |                                     |
|----------------------------|---------------------------------------|--|--|-------------------------------------|
| Bend:                      | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Climb:                     | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Crawl:                     | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Drive:                     | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Kneel:                     | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Lift:                      | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Reach:<br>(above shoulder) | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Sit:                       | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Squat:                     | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Stand:                     | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |
| Twist:                     | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently            | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Walk:                      | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally            | <input type="checkbox"/> Not At All |

## 2. Employee may use hands for:

- |                   |                                       |  |                                       |                                     |
|-------------------|---------------------------------------|--|---------------------------------------|-------------------------------------|
| Single Grasping   | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

## 3. Employee may use wrists for:

- |                  |                                       |                                     |  |                                     |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|
| Twisting/turning | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|

## 4. Employee may use feet for repetitive movement as in operating foot controls:

- |                                       |                                     |  |                                     |
|---------------------------------------|-------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|---------------------------------------|-------------------------------------|--|-------------------------------------|

## 5. Lifting:

- Light Work: Lifting 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to ten pounds. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

**MENTAL JOB TASK REQUIREMENTS:**

The mental functions checked are essential to successfully performing the duties associated with this position.

**REASONING ABILITY:**

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

**CALCULATIONS:**

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

**LANGUAGE:**

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

Employee \_\_\_\_\_

Date \_\_\_\_\_

Supervisor \_\_\_\_\_

Date \_\_\_\_\_