

Jordan School District  
**LICENSED JOB DESCRIPTION**

Job Title: **CDC Evaluation Specialist (297)**                      FLSA Classification: Exempt  
 Department / Location: Preschool/Child Development                      Contract: 187 Days  
 Supervisor's Title: Consultant                      Evaluation Type: JPAS/JPOS  
 Original date: 10/20      Revised: \_\_\_\_\_      Revised: \_\_\_\_\_      Revised: \_\_\_\_\_

**GENERAL FUNCTION**

The **CDC Evaluation Specialist** completes the appropriate preschool student formal and informal tests for multi-disciplinary evaluations. Will serve on the Jordan Child Development Assessment Team assisting with the identification process of Special Education eligible students as regulated by State/ Federal Regulations. Develop and prepare the appropriate evaluation reports and Individual Education Plans (IEP). May need to substitute for a preschool special education teacher or Speech Language Pathologist (SLP) in classrooms throughout the District.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

**ESSENTIAL FUNCTIONS**

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

- Develop and maintain testing team schedules, which includes coordination of teachers, SLPs and ALS team members. Act as a testing team lead. Manage flow of testing center on testing dates, which may include greeting parents, gathering paperwork, signatures and time management of testing teams.
- Schedule students for initial evaluations, eligibility and appropriate testing based on referrals. Make follow-up contacts for missed appointments, needed paperwork, legal documents, medical reports, etc. Coordinate testing schedules for student evaluations.
- Interview parents to document concerns, observations and evaluate questionnaires. Write a background history, take intelligibility probes and write language samples. Review incoming paper work of students. Review medical reports, audiograms, Early Intervention assessments and other appropriate documentation.
- Determine which tests are appropriate in regards to the areas of concern (i.e. language, articulation, pre-academic, motor, adaptive, social/behavior, etc.).
- Review, score and report testing scores with parents and interpret the results concerning special education eligibility, special education classroom guidelines and child development levels.
- Determine and explain eligibility requirements in regards to state regulations and requirements.
- Discuss and demonstrate home intervention activities for the home environment when appropriate.
- Develop and maintain a computerized testing and work schedule in coordination with teachers/office staff/director/ALS.
- Organize and gather all testing materials needed for testing teams, including tests/protocols/manipulatives and setting up testing area.
- Coordinate scheduling for IEP with classroom teachers/Early Intervention providers, LEAs, parents and other professionals. Communicate any special circumstances and requirements when appropriate.

- Develop and write IEP reports, which includes a narrative of observations, testing results, child's abilities and deficits and age appropriate measurable goals which addresses individual needs of student and corresponds to core curriculum requirements.
- Input of testing scores for Evaluation Report Summary, Eligibility, Placement, and Medicaid information into computerized data base.
- Act as lead in IEP meetings - reporting and explaining all testing results, eligibility, IEP (description of students strengths, weaknesses), classroom goals, and placement of services.
- Organizing all files prior to delivery to teachers. Account for all documents relating to the IEP meetings.
- Enter student information, student numbers, eligibility classification and UPOD scores in a database in a timely manner. Input of hearing and vision testing results in database.
- Will provide services in multiple schools daily, which requires travel using, own transportation.
- Participate in appropriate educator evaluation procedures as per State and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical and positive manner.
- Attend and participate in faculty/department meetings as required.
- Follow District procurement guidelines with administrative approval.
- Create a clean and organized environment that is conducive to student learning.
- Is responsible for understanding and adhering to all District policies and complete the annual crucial policy review.
- Maintain records and required information in a secure location. Maintain confidentiality of all student information.
- Adhere to contract time. Requires daily attendance at assigned work location.
- Occasional push/pull 100+ pounds, isometric lifting 20 pound static hold (5-8 Min.), single-arm lifting of up to 20 pounds to shoulder level, floor to waist lift up to 75 pounds and awkward lift up to 75 pounds.
- Frequent, continuous standing and sitting (chair and floor), walking, climbing stairs, talking and awkward positions, to/from ground without upper extremity support. Maintain balance while transitioning between floor, chair and standing.
- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Constant hearing, near/far visual acuity and depth perception.
- Ability to manipulate testing materials including picture cards, small objects, blocks, writing utensils and able to sequence materials in appropriate order for testing.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRBI Manual.
- Visual abilities to see and supervise students.
- Other duties and responsibilities as assigned by the principal/administrator.

- Occasional (0-33%)    Frequent (34-66%)    Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

**NOTE:** *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*

## **QUALIFICATION REQUIREMENTS**

- Requires current USBE licensure as a SLP or licensed special education teacher.

- Requires a minimum of three years of experience as a SLP or special education teacher. Experience as a SLP preferred. Experience testing students for District services preferred.
- May be required to complete research-based District trainings on understanding the cycle of crisis and de-escalation strategies (i.e. ASPEN, MANDT, etc.).
- Requires a valid driver's license that allows incumbent to legally operate a motor vehicle in Utah. Must be able to provide own transportation.
- Requires strong oral and written communication skills with students, parents, and staff.
- Requires strong computer and educational technology skills.
- Requires effective problem solving, organizational, multi-tasking, and time management skills.
- Requires the ability to multi task and critically observe and evaluate children with possible disabilities in a fast-paced, high-energy, intensive environment.
- Requires the ability to implement effective teaching strategies.
- Requires the ability to establish and maintain a positive learning environment.
- Requires the ability to calmly handle classroom management issues.
- Requires the ability to establish and maintain effective working relationships with students, parents, school staff, District staff, and patrons.
- Requires the ability to work as a member of a team as well as the ability to work independently.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

**Machines, Tools & Equipment Used:**

- Standard office equipment, educational technology, computers, standard machines used in a teacher workroom.
- May need to manipulate wheelchairs, gait trainers, and other equipment required of special needs students.