# SILVER FALLS SCHOOL DISTRICT

**Job Description**

**Job Title: TEACHER - TOSA SPECIAL EDUCATION**

**Reports To:** Director of Special Services

**Evaluated By:** Director of Special Services

**JOB GOAL:** Assist in implementing and coordination of resources to maintain and improve special education programs across the district. Assist in the planning, organization, and/or presentation of staff development programs at the school and district level. Assists and supports school and district special education improvement efforts to focus on student outcomes.

**ESSENTIAL REQUIREMENTS:** To perform this job successfully an individual must be able to execute each requirement satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability needed for the position.

1. Oregon Teaching License with appropriate endorsement.
2. Ability to assist in establishing and maintaining an effective learning climate in the school(s).
3. Ability to interpret and implement all Board policies, administrative regulations and negotiate agreements.
4. Ability to assist in the development, revisions and evaluation of the curriculum and instructional services, staff development and technology.
5. Ability to assist in the development of school plans and organizational procedures for the health, safety, discipline and conduct of students as established in district procedures.
6. Ability to serve as a liaison between the school and community, interpreting activities and policies of school(s) and encouraging parent involvement with the school.
7. Ability to provide direction to others and to make independent judgments.
8. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with students, parents, teachers and community.
9. Ability to maintain confidentiality when dealing with student, staff and/or parent information.
10. Ability to communicate with individuals of varied cultural and educational backgrounds.
11. Ability to keep and maintain accurate records and to meet deadlines.
12. Language Skills:
	1. English proficient in both oral and written language
	2. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures or governmental regulations
	3. Ability to write reports, business correspondence, and procedure manuals
	4. Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public
13. Perform physical requirements which may include:
	1. Moderate to extensive degree of physical and emotional stamina
	2. Frequent and prolonged standing, walking and sitting
	3. Ability to restrain students in emergency situations
	4. Frequent and prolonged talking/hearing conversations
	5. Possess near/far visual acuity/depth perception
	6. Possible exposure to bodily fluids due to student injury and illnesses
14. Such alternative to the above requirements as the School Board or the Administration may deem appropriate and acceptable.

# ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Performs an ongoing inventory of needs to identify potential special education and staff development activities for individual programs, schools and the district.
2. Assist with required federal and state reporting.
3. Initiates, plans, and conducts training for staff to refine service provision and classroom management in order to bring about desired student outcomes.
4. Reviews district and department special education trainings offered to identify effectiveness, relevance and opportunities for further staff development.
5. Assists in planning and conducting activities and programs for special education staff new to their assignment.
6. Acts as an instructional and special education resource for administrators, licensed and classified staff.
7. Provides consultation services to support effective instructional practices, the use of appropriate educational resources, assessment procedures and data collection.
8. Serves as a liaison for implementation of new special education classrooms to the district and/or school.
9. Prioritizes multiple tasks in order to be responsive to staff and school needs as they arise.
10. Assists with the Early Childhood Special Education transitions, Extended School Year process, and Adult Transition Programs.
11. Assists and consults in placement determinations, student observations, IEP development, assessment procedures, file reviews, vocational services and behavioral training.
12. Assists schools in identifying and utilizing resources within and outside the district.
13. Case manages and/or provides assistance to staff for special education students, including those from in-state programs, foster/group homes, and private/home/charter schools.
14. Responsible for maintenance of departmental documentation including monthly data, self- contained class lists and web based IEP’s.
15. Utilizes philosophical principles and techniques of the school-adopted behavior management system to promote a positive and safe school climate.

# CERTIFICATES, LICENSES AND/OR MINIMUM QUALIFICATIONS:

* 1. Master’s Degree or equivalent training in Special Education with SpEd Endorsement.
	2. Valid and current Oregon Teaching License.
	3. Valid Oregon Driver’s License.
	4. May be required to obtain a First Aid and/or CPR card.
	5. Five years of successful teaching in the field of Special Education.
	6. Knowledge of Individuals with Disabilities Education Act (IDEA).
	7. Knowledge of Oregon Administrative Rules (OARS) for Special Education.
	8. Skills in leadership, organization and communication.
	9. Knowledge of district special education programs.
	10. Ability to use current technology to fulfill job requirements.
	11. Knowledge of teaching strategies, curriculum, and program materials.
	12. Use of interpersonal, collaborative and consultation skills with a variety of groups and individuals.
	13. Use of confidentiality practices regarding student information.
	14. Ability to facilitate effective and purposeful meetings.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is regularly required to stand and use hands to finger, handle, or feel objects, tools, or controls. The employee is required to frequently walk (occasionally on an uneven surface), occasionally sit and reach with hands and arms (frequently reaching above the shoulder), stoop, kneel, or crouch. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception and the ability to adjust focus. While performing the duties of the position, the employee works with standard office and or instructional equipment with moving mechanical parts. The employee frequently is required to use hands for fine and repetitive manipulation and required to sit for long periods of time. There is a moderate degree of physical stamina required with occasional lifting of up to 50 pounds.

If you have additional questions or concerns regarding the physical demands of this position, please contact the interviewing administrator or the Human Resources Department.

# TERM OF EMPLOYMENT: Current work year of approximately 192 days. May include extended contract hours or days. Salary and benefits based on current District Salary Schedule and negotiated agreement.

# EVALUATION: Performance will be evaluated in accordance with applicable District Performance Standards and District Policy and Regulations concerning personnel evaluation.

*I have read and understand the responsibilities and qualifications of this job description.*

Signature date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name