

Jordan School District  
**LICENSED JOB DESCRIPTION**

Job Title: **Teacher Specialist Special Education** Lane Placement: Schedule C  
 Department / Location: School/Department FLSA Classification: Exempt  
 Supervisor's Title: Principal/Director Contract: Various  
 Special Education Approval: *Risa Robin* Date: 6/1/17  
 Department Approval: *Laura J. Jindera* Date: 6/1/17  
 ADA Review: *Janelle Masten* Date: 6-7-17  
 Human Resource Approval: *Bryan* Date: 6-2-17  
 Superintendent Approval: *A. Johnson* Date: 6/12/17  
 Original date: 06/14 Revised: 05/17 Revised: \_\_\_\_\_

**GENERAL FUNCTION**

Under the direction of the Director of Special Education, the **Teacher Specialist SpEd** provides leadership, support and expertise to teachers, administrators and parents regarding the implementation of Individuals with Disabilities Act (IDEA), effective instructional practices, research based curriculum, interventions, assessments and crisis management. Responsibilities include problem-solving, mentoring staff, attending complex Individual Education Plan (IEP)/Individual Family Service Plan (IFSP) meetings and facilitating communication between stakeholders and District administration. Specific assignments may vary and can include working with school teams as a compliance specialist, a behavior specialist, a specialist for students with severe cognitive disabilities, a placement specialist and/or a new teacher induction specialist.

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

**ESSENTIAL FUNCTIONS**

- Ensure compliance with IDEA policies and procedures at assigned locations.
- Develop presentations and provide professional development and coaching for educators, related service providers, parents and other agencies.
  - Assess needs and develop curriculum for special education instruction.
  - Facilitate professional development in identified areas of need.
  - Assist in developing and providing training to para-educators.
  - Provide expertise to teachers, administration and para-educators in effective instructional practices, behavioral strategies and/or literacy and numeracy curriculum areas.
  - Integrate technology to support educator learning.
- Provide training to teachers on, and may perform, the following critical duties:
  - Teach the core content area(s) outlined in the Utah State Board of Education (USBE) State Core Standards, and adopted by the Board of Education, correlated with other approved learning activities. Follow Utah Effective Teaching Standards.
  - Develop lesson plans and instructional materials that provide differentiated instruction that meets the needs of all students with particular emphasis on:
    - Improvement of instruction and learning with increased accountability for results;
    - The learner and best practices associated with the learning process;
    - New developments in subject, subject fields, and in specific subject competency
    - Annual test data.
  - Establish and maintain standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
  - Evaluate student academic growth and proficiency including formative and summative assessments, maintain appropriate records, and prepare progress reports.
- Facilitate communication between teachers, parents, agencies and District administration.
- Consult frequently with teachers and administrators regarding training needs and compliance issues.

- Advocate for special education teachers and the rights of students with disabilities.
- Review files and assist in placement decisions that comply with least restrictive environment principles and requirements.
- Promote the use of data in decision making regarding special education instruction
  - Assist educators in their development, gathering and interpretation of data concerning special education instruction and performance.
- May be expected to provide support for individual (Tier III-LRBI Manual) behavior interventions and/or emergency safety interventions for students based on assigned location which includes:
  - **Physical Guidance**-Physically guiding a student through proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to self or other, on behalf of the student, while at the same time does not restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs or head.
  - **Physical Restraint**-Implement an emergency safety intervention where the student's behavior poses an immediate danger to themselves or others. This would include a personal restriction that immobilizes or reduces the ability of an individual to move their arms, legs, body or head.
- May be required to travel to District schools or other locations using own transportation.
- Maintain records and required information in a secure location. Maintain confidentiality of all student information.
- 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 fully participate in faculty/department meetings and professional learning communities as required. Participate in a reasonable number of faculty committees as requested.
- 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.
- Adhere to contract time.
- Other duties and responsibilities as assigned by the principal/administrator.

- 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).

## **QUALIFICATION REQUIREMENTS**

- Requires compliance with USBE state license requirements.
- Requires a Bachelor's degree from an accredited college or university.
- Requires a minimum of three (3) years special education or related services experience in the public schools and/or equivalent setting.
- May be required to complete research-based District trainings on understanding the cycle of crisis and de-escalation strategies (i.e. ASPEN, Mandt, etc.).
- Comprehensive knowledge of IDEA requirements, regulations and case law. Knowledge of State Core Curriculum and Board of Education adopted guidelines.
- Requires effective leadership skills which include problem-solving, organization, multi-tasking, time management and group presentation skills.
- Must have demonstrated expertise in one or more of the following areas:
  - Behavior management; social skills instruction
  - Strategies for students with autism
  - Research-based literacy and math instruction
  - Tiered instruction, curriculum adaptations and modifications
  - Teacher mentoring and induction
  - Speech-language pathology and communication disorders

- Transition
- Goalview management and technology
- Programming for students with severe cognitive disabilities; expertise in the Essential Elements (EE) and the Dynamic Learning Maps (DLM)
- Understanding of the continuum of services, placement options and criteria for meeting least restrictive environment (LRE) requirements
- May require a valid driver's license that allows incumbent to legally operate a motor vehicle in Utah. Must be able to provide own transportation if required to drive.
- Requires strong oral and written communication skills.
- Requires strong computer and educational technological skills.
- Requires the ability to establish and maintain effective working relationships with parents, school staff, District staff, students and patrons.
- Requires the ability to work as a member of a team as well as the ability to work independently with little direct supervision.
- Demonstrated ability to organize and attend to detail.
- Demonstrated ability to collaborate and mentor.
- 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.
- Operate a variety of Special Education equipment (e.g. office equipment, therapeutic equipment, adaptive devices, wheelchairs, physical education equipment, medical equipment, lifts, language board and electronic communication devices, etc.).

**Physical Requirements – Not limited to the following:**

- 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.
- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Occasional hearing, near/far visual acuity and depth perception.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRBI Manual.

- 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.