ITINERANT SPECIALIST FOR SPECIAL EDUCATION

Classification: Certificated Location: Assigned School(s)
Reports to: Principal or Principal Designee FLSA Status: Exempt
Bargaining Unit: NTEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the employer and teacher and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The teacher is primarily responsible for effective teaching and learning of the assigned subject(s) following district approved curriculum, instruction and assessment practices. As a special education teacher, teacher may teach in a variety of elementary and/or secondary educational settings to include but not limited to Life Skills, Behavior Development, Structured Communications, and Learning Resource/Support. Primary responsibility shall include student safety and appropriate collaboration and attention to each student’s readiness to learn including needed guidance, discipline, and welfare.

The District represents a diverse community with a population of approximately 40% students with diverse backgrounds. We seek an individual who has successful experience in working with culturally diverse families and communities. The selected candidate must demonstrate a commitment to strengthening community engagement and communication with the District’s diverse populations.

Part II: Supervision and Controls over the Work:

The teacher works with a high level of independence and professional discretion under the general supervision of a designated school administrator. Teacher may also receive direction and/or supervision from a district special education administrator. The teacher’s work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Special Education Washington, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities listed may include, but are not limited to the following:

1. The teacher plans for student success based on assessed needs of individual students and the use of data and information to determine each student’s current knowledge and skill level, set student learning goals, and assess student progress. In assessing student needs, the teacher applies or uses district approved assessment tools and strategies. As part of the planning process, the teacher leads or assists in identifying and in complying with teaching and learning and student accommodation requirements under Individual Education Program (IEP) and 504 accommodation requirements.

2. The teacher works collaboratively in a professional learning community with other teachers, support staff, multi-disciplinary teams, and others as appropriate, in addressing the needs of students and developing effective teaching and learning practices.
3. The teacher regularly conduct planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice. The teacher uses research-based instructional strategies in planning lessons to make the teaching and learning more relevant to students (e.g., contextual learning opportunities).

4. The teacher maintains and provides reasonable and meaningful student grading and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents. Reporting may include regular posting to and maintenance of electronic grade systems with parent and student access.

5. The teacher integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities including the preparation of IEP’s in the case of students with special needs.

6. The teacher creates, communicates, and maintains classroom management practices that effectively engage students in the learning process. Acceptable student behavior and related discipline procedures are well understood by students and consistently enforced to maintain a positive learning environment.

7. The teacher actively participates in faculty, grade level, department, and curriculum meetings; assists building efforts to plan, implement, and evaluate the school’s program and to do related work as required. In carrying out these responsibilities, the teacher applies school policy and procedures, standard practices, state requirements, and approved curriculum, and actively and positively supports the school vision.

8. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students.

9. The teacher assists in the supervision of students at school activities and events. The teacher remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day. Teachers understand the nature of student misbehavior to include student-to-student bullying, harassment, and/or discrimination and takes steps to intervene in such situations and/or engage the assistance of a school administrator.

10. The teacher plans time for reflection on professional practice to establish a professional growth plan and annually reviews the plan and progress with the administrator.

11. Required to follow Board policies and stay abreast of updates and changes.

12. Performs other duties as assigned.

Part IV: Minimum Qualifications:

1. Ability to use varied educational/developmental assessment instruments including, but not limited to: Woodcock-Johnson Reading, Woodcock-Johnson Psycho-Educational Battery.
**For Early Intervention:** capacity to develop a comprehensive understanding of IFSP process and Part C of IDEA. Early Childhood Education endorsement.

1. Incumbents must have successful experience working successfully with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

2. Successful completion of a teacher certification program at an accredited college or university, and valid Washington state certification(s) and/or endorsement(s).

3. Successful completion of or commitment to timely complete, highly qualified (“HQ”) criteria including praxis requirements.

4. Successful teaching experience or demonstrated potential to effectively teach in a special education environment and knowledge and skill in applying IDEA and 504 requirements and procedures. Possess analytical and diagnostic skill to assess student special needs and translate such needs into an effective instructional plan for the student. Demonstrated ability to effectively communicate the individual development plan and to coach and support staff and teacher colleagues so that they may effectively implement their responsibilities under the plan.

5. Ability to effectively communicate with parents, students, and staff verbally and in writing.

6. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.

7. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.

8. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.

9. Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.

10. Knowledge and skill in culturally responsive teaching and learning.

11. Skill and ability to utilize technology to aid instruction, assessment and learning.

12. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self reflection on professional practice.

**Specific to VOICE Program:**

1. Conduct vocational interest and aptitude assessments
2. Implement programs including academic, physical, self-help, leisure/recreation social/emotional and prevocational.
3. Coordinate and supervise community based work and travel programs.
4. Coordinate with adult service providers.
Specific to Early Intervention Program:

1. Participates in necessary transition activities between early interventions and pre-school placements.
2. Participates in the development of an Individual Family Service Plan (IFSP) in coordination with Parent to Parent including monitoring outcomes as a member of the IFSP team.
3. Provides direct and/or consultative services to assist parents in addressing child’s needs (behavioral, adaptive, communication, etc.) in the home and community.

Specific to Itinerant Special Education Teacher:

1. Develop and implement appropriate special education programs including any necessary evaluations and/or IEP documents for student unable to attend a traditional school setting.
2. Coordinate ESA service provision for students receiving special education services in a location other than a traditional school setting.
3. Maintain all appropriate paperwork for assigned students.
4. Coordinate and schedule services in alternative educational settings for students assigned to caseload to meet IEP requirements and maximize use of time.
5. Provision of compensatory education services when identified and necessary.
6. Other duties as assigned when available based on variable caseload and service provision responsibilities.

Part V: Desired Qualifications:

1. Bilingual skills.
2. Successful experience teaching in a diverse student environment.
3. Successful experience in a team teaching environment.
4. Successful experience in the grade level(s) and/or content area(s).
Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by a teacher 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 teacher is frequently required to sit, move about, hear and speak, and be visually vigilant of classroom behavior and learning activities.

The teacher must regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate but can be loud on occasion.

While performing the duties of this job, the teacher may occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

The teacher may be exposed to aggressive student behaviors to include biting, hitting, kicking, and throwing of objects. May be required to wear and utilize safety equipment designed to minimize the risk of injury to the teacher and to the student.

The teacher may be exposed to bodily fluids and waste while performing duties in life skills, multi-handicapped, and some one-on-one situations.

The teacher may be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels, may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The teacher may be required to travel in school owned or leased vehicles while supervising and assisting students.