



## **TSA Special Education**

### **Purpose Statement**

The job of TSA Special Education is done for the purpose/s of performing all essential functions designed to ensure that eligible students with disabilities receive FAPE that emphasizes special education and related services designed to meet the student's individual needs and that prepare the student for further education, employment, and independent living. The two main functions of this position are: Specially Designed Instruction Mentor and SpED Teacher.

This job is distinguished from similar jobs by the following characteristics: requires a current Teaching License in Special Education and a proven track record of success and competency in delivering specially designed instruction and mentoring. The position also requires the employee to work additional days beyond a traditional teaching contract (additional 20 days).

This job reports to Director of Special Education

### **Essential Functions**

Assists the Special Education Coordinator over mild/moderate disabilities for the purpose of helping students with IEPs maximize access and progress in the general education curriculum for English Language Arts and Mathematics.

Attends work regularly to fulfill duties specific to the assignment for the purpose of providing quality educational experiences and continuity for assigned students, parents, and the overall school community.

Collaborates with school IEP teams for the purpose of implementing evidence-based SDI in ELA and/or Math to improve state assessment participation and proficiency for students with IEPs.

Fulfills case management duties as assigned for the purpose of developing IEPs and meeting IDEA requirements and timeliness.

Gathers and analyzes a wide variety of data (e.g. assessment scores, formative data, observations, etc.) for the purpose of improving instructional decision-making and to assist IEP development and progress monitoring.

Instructs students for up to .5 FTE for the purpose of providing direct services to students with IEPs.

Model effective and evidence-based SDI in ELA and/or Math for the purpose of allowing other special educators to observe and learn from.

Observes Special Education staff members in a variety of teaching situations for the purpose of gathering data, providing feedback, and making recommendations for instructional improvement.

Participates in a variety of assigned meetings/trainings for the purpose of maintaining current knowledge of best practices of effective specially designed instruction, compliance, and to advocate for students with disabilities.

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: analyzing data; applying assessment instruments; applying curriculum and instructional techniques; classifying data and/or information; comparing results; counseling and mentoring employees; critical observation ;

facilitating meetings; operating standard office equipment and office technology; using Microsoft Office software applications including Word, Excel, PowerPoint and Access; using pertinent software applications.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: assessment instruments and techniques; codes/laws/rules/regulations/policies; concepts of grammar, spelling and punctuation; methods of instruction and training; practicing cultural competency while working collaboratively with diverse groups and individuals; stages of child development.

ABILITY is required to schedule activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: accuracy and attention to detail; adapting to changing work priorities; communicating with diverse groups; communicating with persons of diverse backgrounds; maintaining confidentiality; meeting deadlines and schedules; multitasking; setting priorities; working as part of a team; working with detailed information/data.

**Responsibility**

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of resources from other work units may be required to perform the job's functions. There is some opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and some fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

**Experience:** Job related experience with increasing levels of responsibility is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:** Three or more years as a Special Education Teacher.  
Bachelor's Degree with Teaching License in Special Education.

**Required Testing:**

**Certificates and Licenses**

State of Utah Teaching License  
License area of Concentration- Special Education

**Continuing Educ. / Training:**

BA, BS degree in related area with increasing levels of job-related experience may substitute for MA Degree.

**Clearances**

Criminal Background Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**

Lane 1 Bachelor's Degree