

**POSITION TITLE:** Teacher – Exceptional Education Mentor

**QUALIFICATIONS:** Master's degree preferred with endorsement in special education and a minimum of three years of successful teaching experience in serving students with disabilities with a focus on working with students with autism. Certification as a Board Certified Behavior Analyst is preferred. Knowledge of Federal and State mandates and requirements as related to the provision of educational services and supports for students with disabilities and the policies and procedures of exceptional education programs. Advanced knowledge of research and evidence-based practices related to the education of students with autism and other low incident disabilities. Ability to model, demonstrate and provide feedback to teachers regarding the implementation of a variety of strategies and methodologies to meet the communication, academic, behavioral and functional needs of students with autism. Excellent human relations, interpersonal, conflict resolution, organizational and writing skills required. Bilingual skills to include Spanish are a plus. Demonstrate in-depth knowledge of the development and implementation of Individualized Education Programs (IEP) in accordance with Federal and State mandates. Skill in the development and implementation of Positive Behavior Supports, including Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs).

**PERFORMANCE EXPECTATIONS:** Co-teaches and mentors new or inexperienced teachers serving children with autism. Provides classroom and student-specific technical assistance to professionals serving students with autism and other low incident disabilities. Responsibilities may include setting up physical space; reviewing and writing IEPs; establishing classroom, staff, and individual student schedules; writing and implementing lesson plans; co-teaching, modeling and monitoring effective instructional strategies; collecting and interpreting student performance data; communicating with school staff and family members including students with peers in general education environments and modeling effective support strategies; collaborating with related service providers and teaching assistants; and implementing effective community-based instruction. Other responsibilities include planning and conducting staff development on high-priority topical areas in autism and related disabilities. Works directly with staff from the Office of Exceptional Education and Student Services to ensure effectiveness of technical assistance model. Performs other related duties as assigned.

**GENERAL DEFINITION AND CONDITIONS OF WORK:** Duties performed typically in a school setting. Performs professional work providing teaching and/or training services to students in a specialized subject. Work requires frequent standing, sitting, light lifting up to 10 pounds, walking, vocal communication for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data.

**REPORTS TO:** Instructional Specialist for Low Incidence

**PAY SCHEDULE:** Teacher Salary Schedule

**LENGTH OF CONTRACT:** 230 Days (11 months)

**FLSA:** Exempt