



## **TEACHER ON SPECIAL ASSIGNMENT- AUGMENTATIVE COMMUNICATION STANDARD POSITION DESCRIPTION**

**Position Title: Teacher on Special Assignment**  
**Reports to: Student Support Services Administrator**

**Location: Student Support Services**  
**Bargaining Unit: Yes**

**This is a standard position description to be used for licensed 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 employee 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 on Special Assignment 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, employee models and provides specially designed instruction in a variety of elementary and/or secondary educational settings to include but not limited to life skills (Structured Learning Center– Academics), behavior development (Structured Learning Center– Behavior), 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 with a focus on Augmentative Communication and Assistive Technology

### **Part II: Supervision and Controls over the Work:**

The Teacher on Special Assignment works with a high level of independence and professional discretion under the general supervision of a designated department administrator. The Teacher on Special Assignment’s work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of state statutes, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

### **Part III: Major Duties and Responsibilities:**

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. 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 Plans (IEP).

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, as well as implementing effective student programs for the purpose of developing and implementing assistive technology services. Through collaborative practices, the teacher provides appropriate consultation and interventions for students at risk and facilitates the identification of students for Special Education when appropriate.
3. The teacher regularly conducts planning for lessons and professional development using commonly accepted professional practices (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice.
4. The teacher maintains and provides reasonable and meaningful models of student grading, progress monitoring and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents.
5. The teacher integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities including the preparations of IEPs.
6. The teacher creates, models, communicates, and maintains classroom management practices that effectively engage students in the learning process.
7. The teacher facilitates and/or participates, at least annually, with IEP team to review student progress and to evaluate the appropriateness of the Individualized Education Program.
8. The teacher participates in professional learning opportunities in support of District-wide mission, vision and goals.
9. The teacher provides in-service training and consultation to teachers, who serve students in Structured Learning Centers for Academics and Literacy development and for students (reading and writing supports, communication skills for the non-verbal and minimally verbal students) for the purpose of facilitating student use of augmentative communication devices across settings.
10. The teacher selects, adapts, and conducts appropriate evaluations to assess communication across all domains for the purpose of making recommendations to augment student communication needs.

11. The teacher interprets, integrates, and synthesizes evaluative information to make recommendations for assistive technology interventions and services for the purpose of providing access for students.
12. The teacher facilitates and/or participates, at least every three years, with the IEP team to re-evaluate students with disabilities in order to determine if student remains eligible for services.
13. The teacher designs and implements record keeping and communication procedures, to ensure that information gathered to identify and evaluate students is kept confidential.
14. The teacher provides training to assigned support staff within their classroom or program to include strategies, techniques and resources deemed appropriate in a students' behavior support plan and/or instructional plan.
15. The teacher actively participates in faculty, grade level, department, and curriculum meetings.
16. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when appropriate.
17. The teacher assists in the supervision of students at school activities and events.
18. The teacher will establish a professional growth plan and annually review the plan and progress with the administrator.
19. The teacher will perform such other duties and responsibilities as are assigned.

**Part IV: Minimum Qualifications:**

- Successful completion of a teacher preparation program at an accredited college or university, and must possess or be able to obtain Oregon Educator license with a **special education: generalist endorsement**.
- Must have successful experience in working 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.
- Successful teaching experience or demonstrated potential to effectively teach in a special education environment and knowledge and skill in applying IDEA requirements and procedures.

- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- 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 support staff and teacher colleagues so that they may effectively implement their responsibilities under the plan.
- Ability to effectively communicate verbally and in writing with parents, students, and staff.
- Commitment to effective collaboration and teaming within a professional learning community.
- Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
- Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
- Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.
- Knowledge and skill in utilizing technology to aid instruction, assessment and learning.
- Knowledge and skill in culturally responsive teaching and learning.
- Skill and ability to utilize technology to aid instruction, assessment and learning.
- Valid Oregon Driver's license and automobile insurance that meets requirements as set by North Clackamas School District and personal vehicle for travel throughout the geographic area of assignment.
- Any position specific special qualifications indicated in the recruitment process.

**Part V: Desired Qualifications:**

- Successful experience teaching in a diverse student environment.
- 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 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 frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities.



The Teacher on Special Assignment must regularly lift and carry items weighing up to 25 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, or consistent with the subject being taught, but can be abnormally loud on occasion.

The Teacher on Special Assignment may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

While performing the duties of this job, the employee 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. The Teacher on Special Assignment may be required to travel on school-owned or leased vehicles while supervising and assisting students.