



INCLUSION SPECIALIST STANDARD POSITION DESCRIPTION

Position Title: Teacher

Reports to: CARE Program administrator

Bargaining Unit: Yes

Location: CARE Program Site(s)

FLSA Status: Exempt

This is a standard position description to be used for licensed 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 The Inclusion Specialist 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 The Inclusion Specialist is primarily responsible for collaboration, partnership and implementation of accommodations to enhance the accessibility of day care for all students following approved curriculum, instruction and assessment practices in the CARE (Community, Afterschool, Relationship, Enrichment) program. As an inclusion specialist, The Inclusion Specialist may work in multiple, after school, sites responsible for the care of students within North Clackamas School District. Primary responsibility shall include student safety and appropriate collaboration and attention to each student's readiness to learn and participate including needed guidance, discipline, and welfare. NCSD CARE welcomes students with disabilities to play and learn in the after school care program.

Part II: Supervision and Controls over the Work:

The Inclusion Specialist works with a high level of independence and professional discretion under the general supervision of a designated program administrator. The The Inclusion Specialist'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 Inclusion Specialist 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 Inclusion Specialist leads or assists in identifying and in complying with teaching and learning and student accommodation requirements under Individual Education Plans (IEP).

2. The Inclusion Specialist works collaboratively in a professional learning community with other Inclusion Specialists, support staff, multi-disciplinary teams, and others as appropriate, in addressing the needs of students and developing effective teaching and learning practices. Through collaborative practices, the Inclusion Specialist provides appropriate consultation and interventions for students at risk and facilitates the identification of students for Special Education when appropriate.
3. The Inclusion Specialist regularly conducts planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice.
4. The Inclusion Specialist maintains and provides reasonable and meaningful 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 Inclusion Specialist integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities including the preparation of IEPs.
6. The Inclusion Specialist creates, communicates, and maintains classroom management practices that effectively engage students in the learning process.
7. The Inclusion Specialist 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 Inclusion Specialist facilitates and/or participates, at least every three years, with the IEP team to reevaluate all students with disabilities in order to determine if student remains eligible for services.
9. The Inclusion Specialist designs and implements record keeping and communication procedures, to ensure that information gathered to identify and evaluate students is kept confidential.
10. The Inclusion Specialist 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.
11. The Inclusion Specialist actively participates in faculty, grade level, department, and curriculum meetings.
12. The Inclusion Specialist is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when appropriate.
13. The Inclusion Specialist assists in the supervision of students at school activities and events.

14. The Inclusion Specialist will establish a professional growth plan and annually review the plan and progress with the administrator.

15. The Inclusion Specialist will perform such other duties and responsibilities as are assigned.

Part IV: Minimum Qualifications:

- Successful completion of a Inclusion Specialist certification program at an accredited college or university, and valid state certification(s) and/or endorsement(s).
- The Inclusion Specialist 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.
- Successful teaching experience or demonstrated potential to effectively teach in a special education environment and knowledge and skill in applying IDEA 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 Inclusion Specialist colleagues so that they may effectively implement their responsibilities under the plan.
- Ability to effectively communicate with parents, students, and staff verbally and in writing.
- Commitment to collaboration and teaming and effectiveness in working 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 culturally responsive teaching and learning.
- Skill and ability to utilize technology to aid instruction, assessment and learning.
- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- 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 employee may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 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 subject being taught, but can be abnormally loud on occasion.

The employee 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 occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

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