



Teacher on Special Assignment (TOSA)- Special Education

POSITION SUMMARY: The job of “Teacher on Special Assignment (TOSA)- Special Education” is done for the purpose(s) of facilitating Special Education student success in the least restrictive environment in the areas of academics, interpersonal/social skills, self-management, and activities of daily living through implementing district approved curriculum; documenting teaching and student progress/activities, outcomes; addressing specific needs of students; providing a safe and optimal learning environment and providing feedback to students, parents and administration regarding student progress, expectations, goals, and to ensure access to general education curriculum and non-disabled peers to the greatest extent possible.

MINIMUM QUALIFICATIONS

Education, Training, Experience, Licensure and Certification

- Teaching Credential for Special Education
- Appropriate level of instruction
- Highly Qualified status
- First Aid/CPR
- Criminal Justice Fingerprint Clearance

Special Knowledge/Skills:

- Knowledge of current federal and state laws pertaining to the provision of special education
- Skills, Knowledge and/or Abilities Required: Skills to motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance, address student health care needs
- Knowledge of and ability to work with all special education eligibilities (learning, severely, communication, visually and/or physically handicapped), age appropriate teaching methods, state curriculum framework, education code
- Abilities to stand and walk for prolonged periods, perform a variety of specialized and responsible tasks (e.g. effectively organize and facilitate meetings related to multiple issues), maintain records, establish and maintain cooperative working relationships with students, parents, and other school personnel, and meet scheduling deadlines
- Communicate effectively under stressful conditions. Model appropriate school behavior
- Significant physical abilities include lifting/carrying/transferring immobile students, physical interventions of small and large students when necessary, stooping/crouching, reaching/handling/fingering, talking/hearing conversations, and near/far visual acuity/depth perception/color vision/accommodation/field of vision
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities
- Participates in various meetings (e.g. parent conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information and/or meeting credential

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requirements

MAJOR RESPONSIBILITIES AND DUTIES

(The following statements describe the general purpose and responsibilities assigned and should not be construed as an exhaustive list of all responsibilities, skills, efforts, or working conditions that may be assigned or skills that may be required.)

- Provide professional development for special educators
- Coaching and mentoring licensed and classified staff
- Provide technical synergy support to teachers
- SSSO department support including but not limited to drafting department guidance and communication, creating documents and materials to be used by all staff, collaborating with outside agencies, supporting placement processes
- Support Special education staff with the following:
- Instruct students with individualized special needs for the purpose of developing appropriate academic, interpersonal, self-management, and daily living skills (e.g. toileting / hygiene) through a defined course of study
- Manages classroom and individual student behavior for the purpose of providing a safe and an optimal learning environment
- Prepares teaching materials and reports (e.g. Individualized Education Plans, Functional Behavior Assessments, Behavior Intervention Plans, grades, attendance, anecdotal records, progress reports, etc.) for the purpose of implementing lesson plans and providing documentation of teacher and student progress
- Assesses students for eligibility into special education
- Assesses student's social needs (e.g. behavioral, motor development, communication, etc.) and academic needs (e.g. developmental level, vocational abilities, etc.) for the purpose of evaluating student learning and support requirements, placement and success of the special education program
- Collaborates with school personnel and community agencies (e.g. social service agencies, caretakers, etc.) for the purpose of developing and modifying the program to maximize the quality of student outcomes, developing solutions and planning curriculum
- Directs instructional assistants, volunteers and/or student aides for the purpose of providing an effective special education program and addressing the needs of individual students
- Adapts lesson(s) for the purpose of implementing IEP goals and meeting the special needs of students

PHYSICAL REQUIREMENTS:

- Ability to:
 - ❖ Sit, stand or walk for prolonged periods of time
 - ❖ Talk and hear conversations
 - ❖ Use precise control of fingers and hand movement, often in a repetitive movement such as keyboarding
 - ❖ Reach for and handle objects
 - ❖ Use close vision, distance vision, peripheral vision, depth perception and the ability to adjust focus

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- Regular focus on a computer screen
- Bending, stooping, kneeling and lifting up to 15-45 pounds may also be required on occasion

WORKPLACE EXPECTATIONS:

- Maintaining regular and punctual attendance. In case of an absence site and/or district protocol for reporting absences is followed
- Maintaining appropriate confidentiality regarding information relating to students, staff, and district operations
- Dress in a professional and appropriate manner for the assignment and the work setting
- Exercising prudent judgment
- Work independently in the performance of routine duties
- Follow all District policies and work procedures
- Utilize the District’s electronic systems and applications only as related to the position
- Participate in required meetings and trainings related to the position
- If employee is bilingual, interpretation, translating documents, and/or communicating orally in the second language may be requested
- Cultivate and model a respectful working and learning environment

Gresham-Barlow School District recognizes the diversity and worth of all individuals and groups. It is the policy of this district and the board of education that there will be no discrimination or harassment of individuals or groups in any education programs, activities or employment. Gresham-Barlow provides equal access to individuals with disabilities.

I hereby confirm my receipt and understanding of this job description and attest to my ability to perform the functions of the position as assigned. If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the district HR Department regarding the requested accommodation(s).

Employee Name (Print)

Employee Signature

Date

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