



## SPECIAL EDUCATION CONSULTANT - TOSA

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### Position Summary

This teacher will serve as a specialized staff member in assisting in the process of evaluating students' academic skills, learning aptitudes, emotional development, adaptive behavior, and social skills.

### Supervisory Relationship

This position reports to the Director of Student Services Department (SSD).

### Essential Functions

Meets the standards of Competent and Ethical Performance as outlined in Oregon Administrative Rules (OAR 584-020-000 to 584-020-0045). The following are examples of principle duties; however, any one position may not cover all duties listed and examples may not cover all duties an employee is expected to perform.

1. Work effectively and collaboratively with diverse student, staff and community populations.
2. Follow-up appropriately on all referrals for assessment services.
3. Use a wide variety of assessment techniques to evaluate students' academic skills, learning aptitudes, emotional development, adaptive behavior, and social skills.
4. Support the district school psychologists in integrating assessment data into a concise, organized, and educationally relevant evaluation report.
5. Attend SSD meetings, IEP meetings, and meetings of the school psychologists.
6. Respond to questions from parents concerning the evaluation process and district procedures.
7. Maintain accurate, complete, and confidential records as required by federal and state law, district policy and administrative regulations.
8. Maintain compliance with state and federal rules for establishing special education eligibility and completing evaluations.
9. Be knowledgeable about positive behavioral supports and the appropriate implementation of academic and behavioral intervention plans.
10. Work harmoniously with others and communicate effectively (both orally and in writing) with students, parents, and staff.
11. Work as an active, contributing team member of school and district teams and to solve problems and create new opportunities.
12. Facilitate and mediate difficult meetings where there are conflicting interests or opinions regarding special education services for individual students.
13. Follow district and school policies, procedures, rules, regulations, and guidelines, and the provisions of the contract and exercises professional judgment when acting in the absence of a covering guideline or policy.
14. Fully support and implement Social Emotional Learning, encouraging students to build self-awareness, self-regulation and relationship skills
15. Perform other related duties as assigned.

## Required Knowledge, Skills and Abilities

1. Possess strong academic training and content knowledge to prepare students to be on track to meet academic goals.
2. Demonstrate good instructional practices that are engaging, organized and effective.
3. Use data to inform instructional decisions.
4. Firmly believe that all students will learn and improve - create a growth-mindset culture in the classroom.
5. Maintain unconditional positive regard for all students, staff, families and colleagues.
6. Connect well with students, families and the school community – be open to learning about others, especially those who may be different or have different backgrounds.
7. Exhibit strong interpersonal and collaborative skills.
8. Incorporate feedback and professional learning into teaching practices.
9. Maintain collaborative and collegial relationships with building and district staff (be a team player).
10. Ability to work effectively and collaboratively with diverse students, staff and community populations.
11. Participate eagerly in opportunities to learn, show a strong willingness to grow and maintain an interest in improving.
12. Recognize students' different needs, abilities and interests and be flexible to adjust instruction to meet those needs, abilities and interests.
13. Experience differentiating practices for diverse populations.
14. Understand and attend to the impacts of implicit bias in teaching and education.

## Minimum Qualifications

- Oregon License valid for assignment
- Experience working with children, youth, and families in a team facilitation role
- Culturally proficient skills and strategies

## Work Environment

Duties are performed in an office environment, training environment, and in schools. May require traveling to multiple work sites.

<b>ADDITIONAL INFORMATION</b>	
<b>Employee Unit</b>	Eugene Education Association
<b>Developed by</b>	Katherine Lange, Director of Student Services Department
<b>Pay Grade</b>	Licensed Salary Schedule
<b>Approved by</b>	Cydney Vandercar, Assistant Superintendent for Administrative Services
<b>Last revised</b>	May 2019

## Employee Statement

"I have reviewed the above position description and understand its contents."

"I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents."

"I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s)."

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Employee Name (Print)

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Date

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Employee Signature

\_\_\_\_\_  
Date