

TOSA: INCLUSION SPECIALIST

APPROVED: _____ **SALARY SCHEDULE:** **Certificated Teachers**

This professional provides supplemental education services to mild to severely disabled students. Students receiving these services are enrolled in general education classes. He or she consults with classroom teacher to provide educational support to students who require modification of the core curriculum. The inclusion teacher acts as a parent liaison in providing parents with materials and information. He/she introduces functional curriculum and social skills training. The Inclusion Teacher develops and uses individualized behavior management techniques geared to each student in order to solicit appropriate behaviors. He/she assists with staff development or other personnel to aid in awareness and understanding of disabled students and prepares IEP's as required by law. The Inclusion Teacher also supervises/trains instructional assistants assigned to students. The Inclusion Teacher helps adapt curricula to ensure student access.

Enhance professional standards by designing and delivering workshops, training, and coaching, on inclusive practices, to teachers, parents, paraprofessionals, and site-based teams.

Provide both direct and indirect instruction to students with disabilities, with appropriate techniques, equipment, physical facilities, instructional materials and supplies.

Review all the available psychological academic, medical, health and social information related to the student.

Evaluate each student's social and academic needs and develop an Individual Educational Program (IEP).

Initiate, review and modify and students IEP, as needed, during the year.

Consults with school personnel and parents regarding student's learning and behavior.

Confer with site based-teams, and collaborates on a regular basis with general education teachers about students on the caseload.

Consults with building principal regarding performance and skills of instructional assistant.

Continues independent professional growth through research review.

Maintains files of special education students.

Maintains reports as required by federal, state and district regulations.

Regularly tracks and analyzes student data.

Case manages student on the caseload.

Designs and implements behavior strategies and behavior support plans.

May co-teach lessons with a general education teacher.

ENTRANCE QUALIFICATIONS:

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ABILITIES:

Develop both formal and informal assessment and individual learning plans for students on caseload.

Read and analyze and interpret periodicals, professional journals, technical procedures or governmental regulations.

Write reports, business correspondence and procedure manuals.

Effectively present information and respond to questions from groups of administrators, staff and the general public.

Solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Apply current research and theory to program.

Plan and implement lessons based on district and school objectives and the needs and abilities of students to whom assigned.

Establish and maintain effective relationships with staff, students, peers and parents.

Speak clearly and concisely in oral and written communication.

Have knowledge of theories of child development in psychomotor, social, cognitive, communication, vocational, and self-help areas

Adhere to all state and federal education codes and requirements.

Facilitate relationships between disabled and typically developing peers.

Utilize knowledge of adapted specialized equipment and materials.

Collaborate and coordinated students' educational teams.

Lead teams' in the development of students' IEPs.

Implements positive behavioral strategies and is trained in de-escalation techniques

WORKING CONDITIONS:**ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate.

PHYSICAL ABILITIES:

The physical demands 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 regularly required to climb or balance, stoop, kneel, crouch, or crawl; and talk or hear. The employee is frequently required to stand, walk, sit and reach with hands to finger, handle, or feel objects, tools, or controls.

The employee must occasionally move up to 100 pounds with a wheelchair, and move or lift up to 50 pounds. With appropriate training, the employee must be able to restrain a student of up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision and depth perception.

The employee must be able to drive to multiple sites.

CREDENTIALS, LICENSES, REGISTRATION:

A valid California credential in Special Education (moderate to severe).

A valid California driver's license.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals holding this position and additional duties may be assigned.