

# SPECIAL EDUCATION ASSESSMENT TEACHER (SEAT)



<b>Department:</b>	Special Education
<b>Reports To:</b>	Assistant Director of Special Education
<b>Group/FLSA Status:</b>	Exempt
<b>Revised:</b>	6/01/2010

## **SUMMARY:** *(Brief description summarizing the overall purpose and objectives of the position.)*

Under the direction of the Assistant Director of Special Education, the Licensed Special Education Assessment Teacher develops and provides specialized and norm referenced assessments to meet the unique needs of students with disabilities; evaluates and assesses student eligibility through initial assessments and re-evaluations.

## **ESSENTIAL FUNCTIONS:** *(Typical tasks but not all inclusive – major duties of the position.)*

- Provides coordination of the Assessment Team process and conducts all special education evaluations.
- Provides input into the development of the Individualized Educational Program (IEP) plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services, based on evaluation information.
- Adheres to procedural requirements, including due process timelines.
- Coordinates the delivery of special education services through testing, observations, and report writing.
- Serves as primary contact for the parent for an initial evaluation.
- Conducts special education evaluations and reevaluations.
- Establishes and maintains student control and discipline during the assessment process by communicating expectations of appropriate behavior. Employs and implements a setting structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district policies and procedures.
- Collaborates and consults with educational professionals and community service providers (i.e., social services, public health, medical providers, etc.) regarding the needs of students. Provides consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities.
- Performs other comparable duties of a like or similar nature or as assigned.
- Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of special education eligibility expertise/knowledge.
- Attends training sessions, conferences, seminars, district and departmental meetings.
- Keeps abreast of changing developments, trends, instructional and educational technologies.
- Provides good public relations and customer service with member districts, staff, parents and the general public;
- Follows all policies and regulations;
- Regular and prompt attendance is essential;
- Performs other duties as assigned.

## **KNOWLEDGE, SKILLS, AND ABILITIES:** *(Minimum competencies for job performance.)*

- Current knowledge of special education laws, rules and regulations and District policies and procedures. The ability to apply these to help insure District compliance.
- Skilled in administering, scoring and interpreting special education assessment tools and procedures
- Knowledge of teaching principles, practices, techniques and approaches.
- Knowledge of child development theories and development stages and needs
- Knowledge of current trends, theories and technologies pertaining to learning and instruction.
- Knowledge of assessment procedures and techniques, test construction and evaluation methods
- Knowledge of instructional strategies, techniques and interventions related to job assignment.
- Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases).
- Knowledge of instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements of the district
- The skill and ability to communicate - both orally and in writing.
- Must be passionate about learning and put the needs of every student as their highest priority.
- Must be committed to promoting a positive healthy work environment.
- Skilled in collaborating with colleagues to develop IEP plans consistent for identified disability/eligibility area.

- Skilled in collaboration, possess strong communication and ability to problem-solve; and ability to work well with colleagues.
- Skilled in developing and maintaining relationships with a number of district departments, as well as community partners.
- Skilled in developing assessment tools, assessing and evaluating student performance and needs.
- Skilled in leading group processes/discussions, utilizing a variety of instruction aids and technologies.
- Ability to write reports reflecting compliance, using and applying professional/technical concepts, principles and terminology.
- Ability to deal effectively and appropriately with parents, students, staff and other educational professionals over instructional needs, concerns or problems of the student and district.
- Dealing with children, staff, parents, administrators and other educational professionals over eligibility issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.

**EDUCATION AND EXPERIENCE:** *(Minimum level of education and experience required.)*

- Requires completion of assigned internship/practice teaching experience as part of formal training and degree program.

**LICENSES, CERTIFICATES, AND REGISTRATIONS:** *(Minimum required to perform the job.)*

- Bachelor's Degree
- Licensed special education teacher in the State of MN and licensure to teach in assigned areas of responsibility. Multiple licensure areas preferred such as SLD/EBD/DCD.

**SUPERVISION:** *(Level of supervision received and supervision exercised/size of group supervised.)*

- Number of employees indirectly supervised: Paraprofessionals 0-10

**WORKING CONDITIONS:** *(Physical/sensory requirements and environmental conditions.)*

- Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks.
- Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.
- Business travel may be required.
- Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.
- Work may require long hours including early morning, evening, and weekend activities.
- This is sedentary work requiring the exertion of up to 25 pounds of force occasionally, and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body, and a negligible amount of force constantly to move objects; work requires stooping, reaching, standing, walking, fingering, grasping, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information through normal spoken word; visual acuity is required for preparing and analyzing written or computer data, inspections involving small defects and/or small parts, operation of machines, determining the accuracy and thoroughness of work, and observing general surroundings and activities; the worker is subject to inside and outside environmental conditions and may be exposed to bloodborne pathogens.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned. The physical demands and work environment describe here are representative of those that must be met or will be encountered while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

*This job description does not constitute an employment agreement between SWWC and employee and is subject to change by SWWC as the needs and requirements of the position change.*