

Job Title: Special Education Mentor Teacher (TSA)
Department: Special Education
Reports To: Assigned Special Education Coordinator II and
Special Education Director
FLSA Status: Exempt
Salary Schedule: TT (TOSA level 1)



SUMMARY

Under the direction of the assigned Special Education Coordinator II, the Special Education Mentor Teacher provides assistance, mentoring, training, and resources to Special Education Teachers participating in alternate licensing pathway programs (APPEL-S) and/or Entry Years Enhancement (EYE) programs in the areas of compliance, special education assessments, IEP development, classroom management, and specially designed instruction.

ESSENTIAL DUTIES AND RESPONSIBILITIES *may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.*

Coaches APPEL-S and EYE Special Education Teachers in their compliance responsibilities (WPN, Eligibility, IEP development, etc.) to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services, as specified in an Individualized Education Program (IEP), designed to meet the unique needs of the student and help prepare them for further education, employment, and independent living.

Provides technical assistance and training in the area of compliance, specially designed instruction, evaluation (administration and scoring) and identification of students with disabilities, IEP and transition plan development and implementation, least restrictive environment, and placement.

Conducts evaluations in the area(s) of achievement, curriculum-based assessment, cognitive, adaptive, and behavior (rating scales). The Mentor Teacher must meet the requirements of the publisher of the standardized assessment for administration and scoring.

Guides APPEL-S and EYE Special Education Teachers in establishing appropriate classroom management practices, development and implementation of IEPs, FBAs, and BIPs that promote student engagement and meet the unique needs of students with disabilities.

Guides APPEL-S and EYE Special Education Teachers in developing a schedule of services, accommodations and modifications that align to the IEPs of students with disabilities.

Connects Entry Years Enhancement (EYE) Program efforts and activities to specific school goals.

Ensures compliance to local, state, and federal special education policies, procedures, and the implementation of research based instructional practices to meet the individual learning needs of students with mild/moderate disabilities.

Develops and coordinates instructional interventions. Guides study groups and professional development, utilizing research and text study.

Acts as liaison between the district office Special Education Department and school.

Models, co-teaches, and coaches for implementation of exemplary instructional practices.

Coordinates on-site mentoring assignments and supports mentors' efforts.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS *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. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Must have a working knowledge of and the ability to train and mentor teachers on compliance to local, state, and federal special education policies, procedures, laws, guidance, and technical manuals.

Must be proficient in the development and implementation of IEPs, FUBAs, BIPs, and age appropriate Transition Plans.

Must have the ability to acknowledge and utilize the skills and expertise of others and maintain confidentiality in order to build trust and increase the capacity of individuals and teams.

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Must have excellent verbal and written communication skills in order to collaborate effectively with administrators, teachers, parents, students and various outside agencies.

Must have the ability to read, analyze and interpret technical manuals relating to compliance and implementation of special education policy, procedures and laws. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of employees of the school district.

Ability to work with applicable mathematical concepts. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to perform mathematical operations using units of American money.

Ability to understand the special needs of individual teachers and students. Ability to learn, understand, and follow rules and regulations as they apply to the job assignment. Ability to learn

and implement emergency procedures. Ability to follow directions and carry out assignments as given.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

EDUCATION and/or EXPERIENCE

Bachelor's degree from an accredited college or university. Master's degree is preferred.

A minimum of four years' experience teaching students with disabilities at either the elementary or secondary level.

Must be a teacher in good standing with no documented performance or conduct concerns within the past three years per WCSD policy 1120.3.1.

CERTIFICATES, LICENSES, REGISTRATIONS

Active Professional level Utah Special Education K-12 Teaching License required. Additional Special Education Secondary Mathematics or Language Arts Endorsements are preferred.

A valid Utah Driver's License is required. Must pass the Utah State Employee Drivers Education written test (available online) annually.

PHYSICAL DEMANDS *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 must be able to regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. The employee is regularly required to use hands to handle, or feel, and talk, taste, smell or hear. The employee frequently is required to stand, walk, and reach with hands and arms, spend long periods of time on floor (kneeling or sitting), and move about to various parts of school buildings and drive to various schools across the district. The employee must also have the ability to escort and assist children with special needs, including wheelchairs, as necessary. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK 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.*

While performing the duties of this job, the employee is required to travel between various school sites in the school district to perform the essential duties of the position. The employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Prepared By: Special Education Director
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Date: 02/25/2021

Approved By: Executive Director, Human Resources		Date: 02/25/2021
<input type="checkbox"/> Review <input checked="" type="checkbox"/> Revised	By: Assistant Director, Human Resources	Date: 06/09/2022
<input type="checkbox"/> Review <input type="checkbox"/> Revised	By:	Date:

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	