

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Inclusion Specialist	REPORTS TO:	Assigned Supervisor
DEPARTMENT:	Special Education	CLASSIFICATION:	Certificated
FLSA:	Exempt	WORK YEAR:	186 Days
BOARD APPROVAL:	June 10, 2014	SALARY:	Certificated Salary Schedule

SUMMARY DEFINITION: The Inclusion Specialist is a credentialed special education teacher with specialized knowledge regarding the current principles, techniques and instrumentation used in meeting the needs of students with disabilities and special needs who are served in general education classrooms. Under the direct supervision of the Assigned Supervisor, the Inclusion Specialist provides support, consultation and training to general education teachers and special education providers to assist with integration into the general education classroom and/or to address a student's defined needs as outlined in their Individualized Education Program (IEP).

REPRESENTATIVE DUTIES: Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to accurately reflect the principal job elements.

E = Essential Functions

Support teachers, principals and program directors in their efforts to include students in all educational environments. **E**

Plan, organize and conduct ongoing staff development for teachers and support staff in the area of differentiation and Universal Design for Learning (UDL). **E**

Observe and make recommendations for students with disabilities and special needs in inclusive environments. **E**

Provide ongoing modeling, coaching, and demonstration of effective lessons and intervention strategies as identified by assessed student need. **E**

Facilitate, plan, and partner to conduct in-service training, workshops, and study groups that promote effective inclusion. **E**

Assist staff in developing, organizing and implementing a school-wide, comprehensive intervention program to meet the needs of all learners. **E**

Serve as a resource for others by identifying staff development needs and opportunities, which address student needs. **E**

Apply a variety of instructional theories and models, incorporating best practices, student-centered learning and differentiated instructional approaches for the success of all students. **E**

Establish and maintain a current library of materials on inclusion for teachers: including books for children about students with disabilities. **E**

Perform related duties as assigned within the scope of the job. **E**

MINIMUM QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The qualifications listed in this document are the minimum qualifications required in order to successfully be considered and hired for the position.

TRAINING, EDUCATION AND EXPERIENCE:

Graduation from an accredited four-year college or university.
Valid Special Education teaching credential with at least two years of special education teaching experience.
Experience and expertise in facilitating and providing professional development workshops.
Knowledge and experience using a variety of K-12 instructional strategies.
Participation in SRVUSD Professional Development.
Willingness to attend, participate, and present at the Summer Institutes.

LICENSES AND OTHER REQUIREMENTS:

Holds an appropriate, valid California Special Education Credential.

KNOWLEDGE, SKILLS, AND ABILITIES: The requirements listed below are representative of the knowledge, skills, and/or abilities required.

KNOWLEDGE OF:

District, and State academic standards, curriculum, and assessments.
Facilitating and leading staff members in collaborative goal-oriented work.
Current state standards and the new Common Core Standards.
Special Education mandates, timelines and requirements.
Child development including language and academic readiness.
Data analysis to plan instruction.

ABILITY TO:

Work with a variety of instructional groups in student-centered classroom.
Use a variety of technology media.
Work as a member of a district-wide team and take a leadership role when necessary.
Communicate clearly with staff, students and parents.
Work collaboratively with colleagues and site staff.
Develop effective implementation plans and strategies.

LANGUAGE SKILLS:

Ability to read, write, hear, and speak in English. Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals including policies and procedures and equipment manuals; to write routine draft instructions, reports and correspondence; to speak effectively one-one and/or before internal and/or external groups.

PHYSICAL DEMANDS & WORK ENVIRONMENT: The physical demands and the work environment characteristics described here are representative of those that an employee encounters while performing the essential functions of this job, and must be met by the employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORKING CONDITIONS:

Classrooms and general school campus environment.

PHYSICAL ABILITIES:

Hearing and speaking to exchange information in person and on the telephone; seeing to read and interpret documents; speaking clearly and succinctly in English; sitting or standing for extended periods of time; standing for long periods of time to sort, stack, pack and unpack books and objects; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist and reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies.

HAZARDS:

Possible exposure and contact with blood and other body fluids; exposure to communicable diseases.

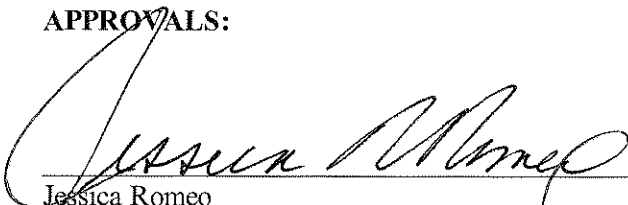
OTHER QUALIFICATIONS:

Must successfully pass the District's pre-employment fingerprinting and TB testing.

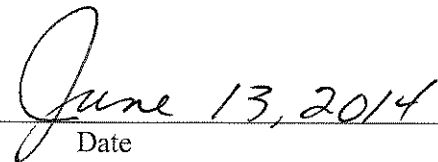
RELEVANT EDUCATION CODE:

56341.1 (a)(5) When developing each pupil's individualized education program, the individualized education program team shall consider whether the pupil requires assistive technology devices and services as defined in Section 1401(1) and (2) of Title 20 of the United States Code.

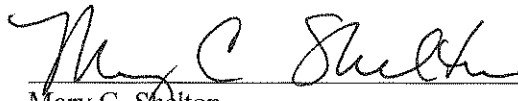
APPROVALS:



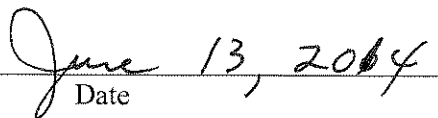
Jessica Romeo
Assistant Superintendent, Human Resources



Date



Mary C. Shelton
Superintendent



Date