

APR 21 2015

SCHOOL DISTRICT OF ESCAMBIA COUNTY

JOB DESCRIPTION

TEACHER ON SPECIAL ASSIGNMENT – FLORIDA INCLUSION NETWORK SPECIALIST

MALCOLM THOMAS SUPERINTENDENT

QUALIFICATIONS:

- (1) Master's Degree from an accredited educational institution.
- (2) Certification in appropriate fields.
- (3) Minimum of five (5) years successful teaching experience in an inclusive educational setting.
- (4) Qualifications may vary from the above requirements to such a degree as the Superintendent and Board determine is necessary and appropriate to ensure properly qualified personnel in each specialized assignment.

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of Escambia, Santa Rosa, Okaloosa and Walton School Board policies, statutes, rules, and regulations relating to areas of responsibility. Ability to make decisions on relevant information. Ability to work cooperatively with other departments, school districts, and agencies. Knowledge of current educational trends, best practices, and research related to area of responsibility. Effective oral as well as written communication skills. Skill in the use of computers and other technological equipment. Knowledge of research and best practices in inclusive education. Ability to plan, organize, manage time, and prioritize duties across the geographic service region, ensuring regional equity. Skill in the use of technology systems to include instructional and/or administrative applications. Skill in positive people relationship.

REPORTS TO:

Coordinator III – FDLRS, SEDNET, FIN

JOB GOAL

To provide services to districts and schools in the development and implementation of innovative, research-based instructional methodologies and support models for education of students with disabilities in general education environments. The Specialist works under the auspices of the FDLRS/Emerald Coast Associate Center for the purposes of guiding and assisting schools and districts in analyzing student data and best practice indicators to identify needs and develop and implement action plans that increase time in the general education classroom, academic achievement, and graduation rates for students with mild and significant disabilities.

SUPERVISES:

None

PERFORMANCE RESPONSIBILITIES:

Service Delivery

- * (1) Serves as liaison to plan, develop, and provide training and technical assistance to districts, schools, families, institutes of higher education, and communities, to facilitate the implementation of policies and research-based practices to improve the achievement of all students with mild and significant disabilities in the general education curriculum.
- * (2) Collaborate with FIN state and regional colleagues in the planning, implementation, and monitoring of services and supports to districts and schools.
- * (3) Collaborate with families and schools, districts, other Discretionary Projects, and State Department of Education staff to support systemic change and strategic planning efforts for

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inclusive education in all schools, including public and private schools, serving students with disabilities in pre-kindergarten, elementary, middle, and high school general education environments.

- * (4) Guide district and school teams in data analysis and data-based decision-making to increase and improve effective inclusive practices across the district and schools.
- * (5) Engage teams, including district and school level leaders, other education personnel, and families, in activities that build capacity to increase, improve, and sustain the implementation of inclusive best practices in all districts and schools.
- * (6) Use multiple sources of data to establish educational goals and deliver professional development and technical assistance resulting in increased achievement of students with disabilities in the Least Restrictive Environment.
- * (7) Plan, development, and provide professional development and technical assistance using alternate delivery methods, such as teleconference, video conference, online presentations, online collaboration, and other web-based formats.
- * (8) Provide resources and consultation on inclusive best practices to families of students with disabilities.
- * (9) Disseminate materials and resources to educators that support the continuous implementation and improvement of best practices for educating students with disabilities in general education environments.
- * (10) Identify and develop steps to meet individual professional development goals based on the *FIN Leadership Competencies* self-assessment and *Strengths-Finder™* tool.

Inter / Intra-Agency Communication and Delivery

- * (11) Participate in collaborative professional development efforts with DOE Region 1 discretionary projects on initiatives co-aligned with the Bureau of Exceptional Education and Student Services (BEES) and member districts.
- * (12) Represent FIN on committees, councils, etc., at the state, district, and/or school levels.
- * (13) Disseminate information and current research to appropriate personnel throughout the FIN service region.
- * (14) Ensure communication with district leadership contacts to inform of potential concerns or unusual events.
- * (15) Work closely with each district and its school staffs to support school improvement initiatives and processes that support improved outcomes for exceptional education students.

Professional Growth and Improvement

- * (16) Keep well informed about current trends and best practices in areas of responsibility.
- * (17) Maintain expertise in assigned areas to fulfill project goals and objectives, to include:
 - Knowledge of, and experience with, conducting district and school needs assessments using the *Best Practices for Inclusive Education* (BPIE) assessment instrument and processes.
 - Knowledge and application of the *8-Step Problem-solving Process* to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- * (18) Promote and support professional growth for self and others.
- * (19) Maintain a network of peer contacts through professional organizations; work in member districts and with other DOE discretionary projects and networks.
- * (20) Attend training sessions, conferences, and workshops to keep abreast of current practices and programs.

Systemic Functions

- * (21) Contribute to the development of annual grant Requests for Allocation.
- * (22) Prepare required reports and maintain appropriate records as required by the state's Project Tracking System for training, deliverables, and service delivery in the service regions.
- * (23) Consistently represent each District served in a positive and professional manner.
- * (24) Perform other incidental tasks consistent with the goals and objectives of this positions.

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Leadership and Strategic Orientation

- * (25) Provide leadership and direction for the assigned areas of responsibility.
- * (26) Utilize appropriate strategies and problem solving tools to make decisions concerning planning, delivering and evaluation of services provided.
- * (27) Assist in implementing each District's goals and strategic commitments that foster inclusion.
- * (28) Exercise proactive leadership in promoting the vision and mission of each District served.
- * (29) Set high standards and expectations for self and others.
- * (30) Facilitate problem solving by individual or groups.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

*Essential Performance Responsibilities

INSTRUCTIONAL SALARY SCHEDULE – (12 Months)

Base Pay with Advanced Degree and Educational Specialist supplement per the negotiated Master Contract

Date of Board Approval: April 21, 2015

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