



POSITION DESCRIPTION

JOB TITLE: Instructional Support Teacher, Autism	
Job Class:	
DATE	Chief Academic Office Specialized Services
BARGAINING UNIT: MTEA	FLSA STATUS: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non exempt
Pay Schedule: Pay Range: \$	Management Approval:
POSITION SUMMARY and PURPOSE:	
Assists in the identification and assessment of students in need of assistive technology and/or augmentative communication.	

ESSENTIAL FUNCTIONS: Indicate the approximate percentage of time devoted to each major task or group of related tasks. Summarize position in no more than 15 tasks, each of which requires at least 5% of incumbent's time.

NOTE: An essential function must meet the following criteria:

- 1) The reason the position exists is to perform that function,
- 2) No other employee is available to perform that function,
- 3) The function is highly specialized, and
- 4) Removing the function would fundamentally alter the job.

1. Assists the special education and regular education teaching staff in the evaluation and instructional planning for children who may have disabilities which adversely affect their educational performance.
2. Assists the special education and regular education teachers in providing quality and comprehensive programming for children with special education needs including but not limited to: consultation and support to staff in the areas of identifying and understanding students with disabilities; consultation and support to staff in the area of inclusive practices; and dissemination and explanation of professional information to school staff.
3. Assists special education and regular education teachers in the effective use of assessment data to ensure the academic, behavioral, and socio-emotional growth of students.
4. Participates in the development and enhancement of a district-wide culture that promotes professional growth and student learning.
5. Develops and presents professional development on autism to district and school personnel, including the Introduction to Autism I and II professional developments which are conducted at least one time per school year.
6. Assists school personnel with strategies for supporting students identified as having autism in classrooms and other school environments in areas such as Cognition, Social interactions, Communication, Sensory processing and Behavioral repertoires.
7. Supports school personnel's application of information received in professional development sessions by modeling and visiting/observing classrooms.

8. Supports the range and continuum of services available to students with autism in schools, regions the district.
9. Consults as needed on individual student cases when students with autism are transitioning into the district or transitioning from one school placement to another.
10. Establishes and maintains a parent support group for parents of students with autism and to foster positive relationships with community agencies and programs who focus on students with autism.
11. Maintains and promotes the department's Autism Lending Library.
12. Actively supports the MPS Strategic Plan.
13. Performs other duties as assigned.

SUPERVISION RECEIVED: (Indicate the extent to which work assignments and methods are outlined, reviewed, and approved by others.)

SUPERVISION EXERCISED: (List the number and titles of personnel directly supervised. Specify the kind and extent of supervision exercised by indicating one or more of the following: (a) assign duties; (b) outline methods; (c) direct work in process; (d) review completed work; (e) sign or approve work; (f) make hiring recommendations; (g) prepare performance appraisal; (h) take or recommend disciplinary action.

JOB 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 ability required. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Education Requirements (Include certificates, licenses, and/or registrations required.)

A bachelor's degree from an accredited college or university and certification from Wisconsin Department of Public Instruction in special education.

Experience Requirements

The position requires at least three years of fully-licensed teaching experience in the area of special education. The position requires a professional educator's license.

Knowledge, Skills, and Abilities

Evidence of skills in individual and group management, parent training, curriculum development, instructional materials development, learning theories and strategy/intervention development and implementation. Proficient user of computer applications and related technologies to include keyboarding, Microsoft Word and PowerPoint. Knowledge of special education procedures, instructional methodologies and assessment, particularly in the area of autism. Knowledge of best practices development, facilitation and implementation of Individual Education Plans (IEPs). Strong organizational, communication, interpersonal and problem-solving skills. Demonstrated proficiencies in presentation skills including planning, developing and delivering a variety of professional development activities. Ability to work independently and to complete assigned tasks and projects within given timelines. Ability to effectively communicate and work collaboratively with team members, school and district personnel, parents and community members. Ability to accurately interpret various forms of data to effectively inform decision making.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

General office environment.

Reasonable accommodations requested by qualified individuals with disabilities will be made in accordance with the Americans with Disabilities Act (ADA) of 1990.

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 with or without reasonable accommodation.

General office environment, must be able to handle light lifting and occasional standing, bending.

THIS DESCRIPTION DOCUMENTS THE GENERAL NATURE AND LEVEL OF RESPONSIBILITY ASSOCIATED WITH THIS POSITION. IT IS NOT INTENDED TO BE A COMPREHENSIVE LIST OF ALL ACTIVITIES, DUTIES AND RESPONSIBILITIES REQUIRED OF INCUMBENTS. IT IS NOT INTENDED TO LIMIT OR MODIFY THE RIGHT OF ANY SUPERVISOR TO ASSIGN, DIRECT, AND MONITOR THE WORK OF EMPLOYEES UNDER SUPERVISION.