



Tolleson Union High School District #214
Special Education (SPED) Department Chairperson

Purpose

The job of the Special Education (SPED) Department Chairperson is to enhance the learning experience of our students through building department capacity and to ensure compliance of federal and state regulations as they pertain to Special Education and the Individual with Disabilities Education Act. Professional development will be supported through regular classroom observations, coaching sessions, and staff meetings.

Qualifications

Required:

1. Must be appropriately certified with a valid Arizona Teaching Certificate in subject area.
2. Proficiency in their performance in each of the following teacher competency standards:
 - a. Design and Plans Instruction.
 - b. Creates and Maintains a Learning Climate.
 - c. Implements and Manages Instruction.
 - d. Assesses Learning and Communicates Results.
 - e. Collaborates with Colleagues, Parents, and Others.
 - f. Engages in Professional Development and Responsibilities.
3. Valid AZ Department of Public Safety (DPS) Identity Verified Print (IVP) Fingerprint Clearance Card.
4. Teaching experience in modeling effective instruction.
5. Bachelor's degree in subject area, Education, or other related field.

Preferred:

6. Master's degree in subject area, Education, Administration, or other related field.
7. Teaching experience in a secondary educational setting.
8. 5-years teaching experience in a secondary school setting or equivalent.
9. Bilingual in English and Spanish.

Essential Functions

1. Supports the vision and mission of the Tolleson Union High School District (TUHSD) and the school.
2. Maintains and respects confidentiality of student and school personnel information.
3. Maintains discipline and classroom control that fosters a positive and safe learning environment for all students and staff in accordance with school and district policies.
4. Reports all student injuries, accidents, illnesses, and discipline problems to the appropriate authority immediately or as soon as is reasonably possible.
5. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

6. Implements lesson plans, ensuring the integrity of academic time in a manner which motivates students to learn and participate.
7. Stimulates student interest.
8. Organizes students for effective instruction.
9. Maintains accurate records and submits reports on time.
10. May be required to act in a co-teaching capacity to allow the regular classroom teacher to practice new skills with smaller groups.
11. Supervises non-classroom duties when assigned (e.g., lunch supervision, assembly supervision, etc.).
12. Strives to develop rapport and serve as a positive role model for others.
13. Create and deliver curriculum that creates and maintains a positive learning climate that incorporates rigor and relevance.
14. Plan, develop, and execute lesson plans and provide instruction for individual students, small groups, and remedial instruction to meet the needs of identified students or subgroups of students.
15. Assess student learning by using a variety of appropriate formal and informal methods.
16. Applies knowledge of best practices in curriculum, instruction, and assessment, and methods of supporting and extending instruction and student learning.
17. Assess student learning to inform their instruction.
18. Applies knowledge of school law and district policy.
19. Participate in appropriate professional development activities in order to stay current in their assigned teaching fields, program and discipline, as well as in the delivery of remote learning.
20. Attendance at professional development days as determined by the Principal or District is mandatory. Professional development days may be scheduled prior to the first day of classes and during the school year.
21. Provide synchronous and asynchronous remote learning instruction when directed by the Principal or District, or per teaching assignment.
22. Ability to effectively utilize digital applications and software such as Microsoft Office Suite, Synergy, Power Point, Nearpod, Teams, etc.
23. Participate in student study teams, 504 planning, and IEP process as needed.
24. Participate in the communication of policies as a member of the certified instruction team and communicate school and District programs, policies, and procedures to students, staff, parents, and community, as directed by the Principal or District official.
25. Assists in safety inspections and safety drill practice activities/safety plan preparation.
26. Participates in delivery of Site testing.
27. Participate in campus/district departmental meetings for the purpose of developing a stronger department.
28. Participate in Professional Development/Professional Learning Communities (PLC), New Staff Orientation (as applicable): to provide exceptional student achievement; to establish the foundations for successful classrooms: ambitious vision and goals, purposeful long-term plans and unit plans, rigorous assessments, strong relationships, and positive classroom cultures.
29. Use student data to inform decision making, to develop and modify curriculum, and to develop targeted and differentiated instruction (interventions/enrichment).
30. Implement district adopted curricular resources.

31. Assist with the creation, completion, and presentation of school reports, as well as required reports for the district.
32. Coordinate the need for curricular materials, assessment materials, and instructional resources; communicate ordering needs with the Principal or district personnel.
33. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Skills, Knowledge, and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: regularly required to talk and hear; frequently required to use hands to touch, handle, or feel objects, tools, or controls and use a keyboard or keypad; regularly type or enter data using a computer keyboard; operating standard office equipment including utilizing pertinent software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: classroom management; and concepts of grammar and punctuation.

ABILITY is required to schedule classroom activities, discussions, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is high. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working with frequent interruptions; setting priorities; and establishing and maintaining effective working relationships. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision depth perception, and the ability to adjust focus.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: the employee will be required to reach with hands and arms; some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity; the employee is frequently required to stand, walk, bend, and sit; the employee is occasionally required to climb, or balance and stoop or kneel; the employee must regularly lift and/or move up to 10 pounds, and occasionally lift and/or move up to 35 pounds. Generally, the job requires 10% sitting, 45% walking, and 45% standing. The job is performed under conditions with some exposure to risk of injury and/or illness. The employee will regularly work indoors or outdoors with temperature variations from a controlled environment or extreme weather conditions. The noise level in the work environment is usually moderate to severe. Travel between District campuses and to locations outside the District is required.

Reports to: Campus Principal

Terms of Employment: Nine-month, full time

Evaluation: This position will be evaluated annually as outlined in Governing Board Policy

FLSA Status: Exempt

Salary: Certified Initial Placement Salary Schedule

Board Approval: April 24, 2012
February 6, 2024 (Revised)