

Sparta Area School District

Article 264– Specifications for Cross-Categorical Program Support Teacher (PST)

Job Summary:

The Program Support Teacher serves as a liaison for special education and general education teachers and principals by coordinating and providing direct and indirect program support. The purpose of this position is to assist administration and special education teachers in the development, implementation, program evaluation, and services for students receiving special education services ages 3-21.

QUALIFICATIONS:

Education and/or Experience Required:

- Bachelor's degree in education; masters degree in special education preferred
- Licensure in special education : Cross-Categorical (1801), Emotional Behavioral Disorders (1830), Learning Disabilities (1811), and/or Intellectual Disabilities (1810)
- A minimum of three years experience teaching special education

Knowledge, Skills, and Abilities:

- Ability to work collaboratively with other professionals
- Knowledge of College and Career Ready IEPs compliance requirements
- Expertise in special education evaluation process from pre-referral to qualification
- Excellent interpersonal skills
- Strong organizational and time management skills
- Knowledge of Professional Learning Communities
- Ability to problem solve and make quick decisions
- Excellent written and verbal skills

REPORT TO:

Director of Pupil Services

SUPERVISION:

This position does not have any supervisory roles.

PERFORMANCE RESPONSIBILITIES:

Essential Job Functions:

- Develop, implement, and evaluate programming for students with disabilities throughout the district
- Serve as the liaison between certified staff, administrators, directors, community agencies, families, and non-public school staff in the district and community
- Participate in the child find process
- Assist in the facilitation of student management teams including pre-referral
- Serve as LEA rep at IEP meetings as designated by the Director of Pupil Services
- Provide professional development for special education and general education teachers and teacher assistants
- Review changes/updates in process and procedures with special education teachers
- Mentor new special education teachers in evaluation procedures, IEP writing, and best practices for special education programming

- In conjunction with Director of Pupil Services, review IEPs for due process compliance
- Perform other duties as assigned by Director of Pupil Services

GOALS:

Legal Reference:

Cross Reference:

Adopted: November 27, 2018

Revised: