

Santa Clara County Office of Education

Class Title: Teacher on Special Assignment (TOSA)- Early Start (Birth-3 years)

General Description

Under the supervision of the Assistant Director/Program Specialist, Teacher on Special Assignment- Early Start provides support and guidance to manage DHH (Deaf/Hard of Hearing) caseloads as well as support all the other Early Start team members in areas pertaining to instruction, IFSP (Individualized Family Service Plan), home visits, transition from Early Start to Preschool. In addition, the Teacher on Special Assignment will provide additional support as appropriate to SCCOE Early Start program.

Duties and Responsibilities

ESSENTIAL DUTIES:

Provides technical assistance to staff related to the implementation of curriculum and assessment within the SCCOE Early Start program.

Attends professional development training that benefits the Early Start program.

Administers the assessment tools used in Early Start i.e. BDI (Batelle Developmental Inventory), HELP, vision and hearing assessments etc.

Coordinates and provides professional development opportunities to the Early Start service providers.

Works in coordination with San Andreas Regional Center to help with training modules, file review, and provide training to staff.

Navigates electronic applications such as Google Docs, distance learning platforms, Zoom, SIRAS and other technologies related to student learning and family coaching; provides support to staff and families in these areas related to technology.

Assists staff by providing additional support and resources related to student/family engagement and coaching.

Consults with outside agencies i.e., audiologists, medical providers, social workers regarding Early Start students.

Acts as a liaison with district representatives in the transition process from Part C to part B.

Supports staff on data collection, data entry into IFSPs, managing timelines regarding transitions.

Provides modeling and coaching to staff related to the implementation of family outcomes, and coaching strategies; this may also include direct service to students and their families.

Provides instruction, assistance and support to students in SCCOE programs as appropriate.

Keeps informed and ensures compliance of all legal requirements within local, state and federal guidelines.

Serves as a contact person for individual student or parent needs as needed; communicates effectively and collaboratively with a variety of stakeholders (e.g. staff, related services staff, program partners, parents, students, etc.).

Provides information to the Assistant Director of Early Start/Program Specialist regarding the Early Start program.

Travels to and from multiple student's homes to observe and support staff members during home visits.

Performs additional related duties as assigned.

Working Conditions

Working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Variations in conditions may occur under certain circumstances.

Certification and Education

Bachelor's degree from an accredited college or university, a valid Education Specialist Instruction Credential in ECSE (Early Childhood special education); Visually Impaired (VI) credential or enrollment in an accredited VI credentialing program required; five (5) years of successful teaching with a valid credential; and special fitness to perform per Education Code § 44865.

Knowledge, Abilities and Experience

Ability to speak and write in English;

Knowledge and demonstrated ability in working with students with special needs and their families;

Experience working with infants (0-3 years) who are blind or have visual impairments;

Ability to develop and implement innovative and flexible programs for students;

Ability to work and communicate effectively with other staff members, community agencies, parents, school districts, social services, and other county agencies;

Skill in working effectively with others in a wide variety of situations.

Bilingual, ASL skills preferred.

Physical Demands

Incumbents stand and sit for long periods of time; walk short distances on a regular basis; use hands and fingers to operate a computer keyboard or other office equipment; reach with hands and arms; stoop, kneel, or crouch; speak clearly and distinctly to answer telephones and to provide information; see to read fine print and operate computer; hear and understand voice over telephone and in person; and move and transport materials weighing up to 20 pounds. Driving to students’ homes may be required on a daily basis.

Environment

Duties are performed in a specialized classroom environment as well as home setting of students. Duties are also performed at program sites and in the community.

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Larry Oshodi
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| Approved: | Larry Oshodi Assistant Superintendent-Personnel Services | Date |
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Revised 4/26/21: “Certification and Education” and “Knowledge, Abilities and Experience” updated
Revised 5/19/21: “Certification and Education” updated