

TITLE: **AUTISM SPECIALIST**

REPORTS TO: Director of Student Services

STATUS: Certified

WORK YEAR: 190 Days

The Autism Specialist is a member of the District Student Services Team with expertise in special education and instructional leadership. This role supports school staff by modeling evidence-based practices, observing implementation for fidelity, and coaching teachers and instructional assistants in effective strategies for students with autism and other social communication related needs. The specialist collaborates with district and building staff to provide professional development and technical assistance in instructional planning, behavior support, educational programming, and assessment to ensure high-quality services that meet the individual needs of students.

LEADERSHIP QUALITIES:

- Ability and commitment to build strong relationships at the district office, in the schools, and with community partners and stakeholders.
- A willingness to serve and do what is necessary to support student and staff success.
- Committed to the pursuit of excellence: demonstrates a willingness to speak honestly, and listen openly.
- Committed to providing innovation and leadership.
- Personal and professional honesty and integrity with strong ethical and moral standards.
- Strong capacity to work and collaborate with others.
- Visible in the schools and active in the Sherwood community.
- Innovative and creative problem-solving abilities, engaging others in decision-making, and willing to assume responsibility for decisions.
- A strong work ethic.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Serve as a member of the Student Services Team, reporting to the Director of Student Services.
- Provide leadership and mentorship to Learning Specialists, Speech Pathologists, School Psychologists, and other members of school level Special Education Teams.
- Provide support and partnership to parents of students with disabilities.

- Offer specialized guidance and coaching on evidence-based practices for students with autism, including instructional strategies, communication supports, sensory regulation, and behavior interventions.
- Deliver professional development to certified, classified, and administrative staff focused on autism-specific strategies, supports, legal compliance, and inclusive practices.
- Promote culturally responsive and neurodiversity-affirming practices across schools and the District Office.
- Support the District and schools in developing and maintaining a Multi-Tiered System of Support (MTSS).
- Serve the district to help design and support tiered intervention strategies and professional learning in academics, behavior and social emotional supports to ensure student and teacher success.
- Participate in building and district Professional Learning Communities (PLC).
- Work with the District Administrators and the Student Services Team, Building Principals, Teachers, and Instructional Assistants to collect, analyze, and interpret data to meet the needs of students.
- Provide job-embedded coaching and modeling to teachers and instructional assistants, tailored to the unique needs of students with autism.
- Build and maintain a network of professional resources and stay current on research and best practices related to autism spectrum disorders.
- Support teachers, classified staff, and administrators in the implementation of District initiatives and programs.
- Provide ongoing, differentiated coaching and mentoring to staff
- Participate in activities that are related to school functions and/or the education process that occur outside the regular workday, in accordance with the collective bargaining agreement.
- Perform other duties as assigned.

MINIMUM QUALIFICATIONS:

- Valid Oregon teaching license
- Minimum of 2 years experience as a licensed Special Education provider working with students on the autism spectrum (eg., Special Education Teacher, School Psychologist, or Speech Language Pathologist or a related clinical field).
- Demonstrates a strong knowledge of Special Education law
- Strong personal literacy skills inclusive of oral and written communication
- Deep knowledge of effective instructional and assessment practices
- Ability to maintain confidentiality of schools, staff, and students
- Effective communication, collaboration, and interpersonal skills that carry out a student-centered focus
- Ability to design and deliver quality professional development for Administrators, Special Education Teachers, School Psychologists, Speech Pathologists or similar clinicians and Instructional Assistants
- Ability to develop relationships with others by listening, understanding, and reserving judgment

- Ability to model the characteristics of a reflective professional who monitors and evaluates one's own professional activities with the goal of continual growth and development
- Knowledge of best practices relating to Autism support and assessment
- Ability to support teachers in development of differentiated lessons
- Ability to support teachers in the development of differentiated instruction
- Outstanding presentation and facilitation skills
- Knowledge of special education procedural compliance and documentation requirements

EVALUATION:

Performance of this job will be evaluated annually in accordance with the provisions of the School Board's policy on evaluation of certified personnel and the SEA Collective Bargaining Agreement.

PHYSICAL REQUIREMENTS:

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- The employee is regularly required to talk or hear
- The employee is frequently required to stand, walk, sit, use hands to finger, handle, or feel, reach with hands and arms, climb up and down step stool, bend under the desks, twist from the waist, and stoop, kneel, crouch, or crawl
- The employee must frequently lift and/or move up to 30 pounds
- Specific vision abilities required by this job including close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus
- This position entails sitting/standing at a computer terminal and workstation 6 - 8 hours a day

WORKING CONDITIONS:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- This position is primarily performed indoors in school buildings, although some outdoor instruction and supervision may be required.
- This position involves working in close proximity to groups of students and adults.
- Evening and/or extended work hours may be required.

The District complies with the Americans with Disabilities Act by providing reasonable accommodations, as necessary, to allow disabled applicants and employees to perform the essential functions of this job.

AN EQUAL OPPORTUNITY EMPLOYER

Sherwood School District is an Equal Opportunity Employer and does not discriminate on the basis of race, ethnicity, color, religion, gender identity, national origin, disability, parental or marital status, age, or genetic information. Reasonable accommodations for the application and interview process will be provided upon request and as required in accordance with the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAAA). Disabled persons may contact Human Resources at (503) 825-5000 for additional information or assistance. Speech/Hearing impaired persons may contact the District for assistance through the Oregon Relay at (800) 735-2900.

EMPLOYEE STATEMENT

I hereby certify that I possess the physical and mental ability to regularly attend work and fulfill the essential functions of the above position either with or without reasonable accommodations. If I require accommodation(s) in order to fulfill any or all of these essential functions I will inform the District prior to actually beginning work.

- I have read and understand this job description.
- I am aware that my position description may be revised or updated at any time, and once I am notified of the changes, I remain responsible for the knowledge of its contents.
- I am aware that My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

Employee Signature _____ Date _____

Supervisor Signature: _____ Date: _____