



Arlington Public Schools

Education That Empowers

The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

ARLINGTON PUBLIC SCHOOLS Arlington, MA 02476 JOB DESCRIPTION

POSITION: Inclusion Specialist

JOB GOALS: The goal of the inclusion specialist is to provide direct support to students and teachers in order to provide the most inclusive environment possible for all students. The inclusion specialist provides interventions to students, and advises and consults with teachers on strategies to promote inclusive interventions in the general education settings.

MINIMUM QUALIFICATIONS:

1. Master's Degree in General Education or Special Education required
2. SEI Endorsement required
3. Massachusetts certification in General Education and Special Education or related field with 5 or more years of successful classroom teaching experience required.

KNOWLEDGE AND SKILLS:

1. Strong knowledge of successful strategies for students who struggle with regulation, emotional issues, and behavior
2. Strong knowledge and understanding of Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL).
3. Experience with standards-based assessment and effective use of student data.
4. Ability to analyze data and familiarity with spreadsheets.
5. Excellent communicator and collaborator.
6. Ability to discuss aggregated and disaggregated student learning data with teachers, coaches, and leadership.

PERFORMANCE RESPONSIBILITIES:

The essential functions and duties listed below are intended as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if work is similar, related or a logical assignment to the position.

1. Provide direct instruction to students in the general education setting in collaboration with classroom teachers.
2. Consult, collaborate and plan for instruction with general education teachers.
3. Consult with general education staff, Special Education staff, and administrators on successful strategies for students who struggle with regulation, emotional issues, and behavior.
4. Support the implementation of Behavior Intervention Plans in partnership with service providers and teachers.
5. Provide training and professional development to staff including professional aides when asked.



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6. Support growing the capacity and skill-set of all staff including professional aides in successfully keeping students in the general education setting.
7. Monitor student progress on general education assessments in collaboration with coaches in order to recommend, plan for, and implement intervention.
8. Attend grade level and department meetings at the building level.
9. Maintain contact with families surrounding the implementation of general education interventions and inclusion support, in conjunction with the classroom teacher.
10. Possess deep knowledge of current curricula and state frameworks content and pedagogical understanding at the elementary level.
11. Attend SST meetings and support classroom teachers with implementing short-term RTI intervention plans.
12. Possess strong ability to work collaboratively and effectively with teachers, coaches, staff, and leadership.
13. Work very closely with coaches, service providers, and interventionists in order to collaboratively support the refinement and delivery of tiered instruction within the general education classroom across grade levels.
14. Administer, score, and interpret diagnostic instruments, including benchmark assessments and screeners.
15. Assist in administering, in collaboration with classroom teachers and interventionists, formal and informal assessments aligned with the core curriculum or to inform tiered interventions.
16. Perform other tasks as assigned by building administrators.

TERMS OF EMPLOYMENT: In Accordance with AEA Contract

REPORTS TO: Principal

The Arlington Public Schools are committed to creating an inclusive and safe learning and working environment that reflects a diversity of perspectives, values, and experiences. We welcome staff who are aware of the role that bias and prejudice play in society, are creative and willing to try new approaches, and are reflective about their daily practice. We are looking for candidates who welcome a challenge, are eager to collaborate and contribute to the success of students, are ready to engage in two-way partnership with families, and who will contribute their diverse talents to the organization as a whole.

This job description does not constitute an employment agreement between the employer and employee, and is subject to change by the employer, as the needs of the employer and requirements of the job change.