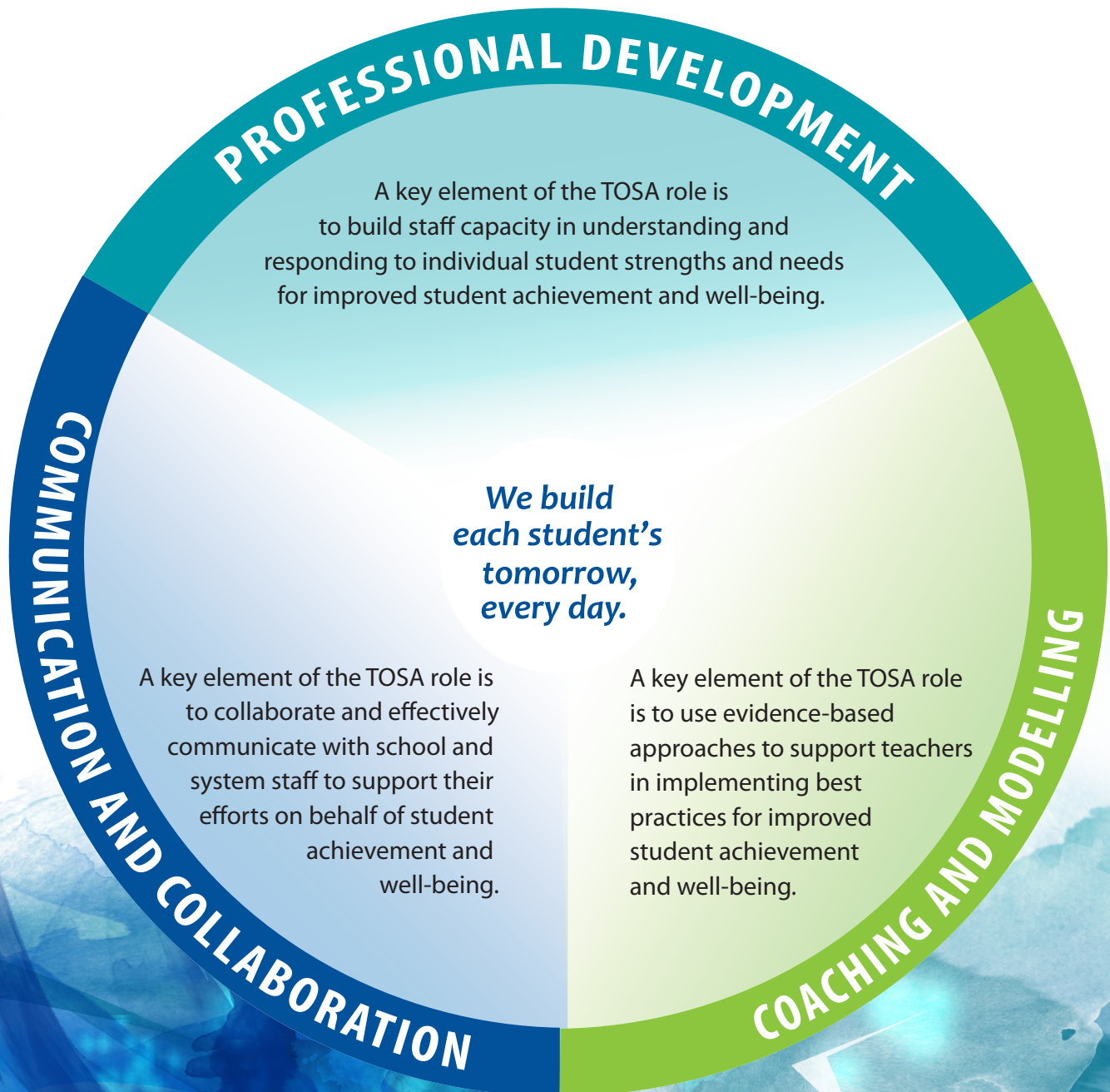




*We build each student's
tomorrow, every day.*

TOSA

The Role of the Special Education Teacher on Special Assignment



The Special Education Teacher on Special Assignment works collaboratively with school teams through a coaching and modelling lens to support student equity, inclusion, independence, achievement and well-being.

Domain

Tasks and Activities

Professional Development

A key element of the TOSA role is to build staff capacity in understanding and responding to individual student strengths and needs for improved student achievement and well-being.

- Work with school and system staff to develop and deliver professional learning opportunities for educators on evidence-based practices for improved student achievement and well-being;
- Work with school staff to identify and share evidence-based instructional resources in alignment with system directions and initiatives;
- Support school staff in understanding and accessing system special education supports and services;
- Communicate and support the implementation of Ministry of Education Policy/Program Memoranda related to Special Education and the TVDSB Special Education Plan;
- Participate in ongoing Special Education Resource and System Team meetings/training;
- Engage in ongoing personal professional learning.

Collaboration and Communication

A key element of the TOSA role is to collaborate and effectively communicate with school and system staff to support their efforts on behalf of improved student achievement and well-being.

- Establish collaborative relationships with school staff, Special Education Resource Teams/Professional Staff, and community agencies;
- Liaise with Special Education Learning Coordinators;
- Support school teams with the development of Individual Education plans based on students' strengths, needs, and interests;
- Provide support in developing accommodations and modified and alternative programming where appropriate;
- Support school teams with the development and implementation of Management of Aggressive Behaviour Safety Plans and Individual Behaviour Plans;
- Support school teams with student transitions;
- Participate in collaboration release meetings in conjunction with school/system staff;
- Maintain professional standards of communication regarding what and how information is shared (e.g., factual, objective, confidential).

Coaching and Modelling

A key element of the TOSA role is to use evidence-based approaches to support teachers in implementing best practices for improved student achievement and well-being.

- Support information gathering through a variety of methods and sources to inform individual student goals;
- Work with school teams to identify recommendations based on students' strength-based goals;
- Demonstrate recommended strategies for school staff identified to support individual students (e.g., video modelling, peer modelling, modelling for the educator, etc.);
- Incorporate Applied Behaviour Analysis (ABA) principles and methods in support of the established collaborative goal;
- Support school staff with evaluating individual student progress, and fade support to the school team based on goal attainment.

REFERRAL PROCESS

The Thames Valley District School Board follows a tiered approach to prevention and intervention in support of student achievement and well-being. Teacher on Special Assignment is a tier-two, targeted intervention which follows a continuum of assessment and intervention by the school-based team.

Classroom-based universal supports and differentiated instruction based on ongoing individual assessment



School-based continuum of supports and strategies informed by the individual student profile



Formal assessment and targeted intervention supported by system and community professionals



Consultation with the Special Education Learning Coordinator



Program Development Team (PDT) recommendation for referral to Special Education Teacher on Special Assignment

COLLABORATIVE MODEL OF SERVICE

Observation: Information Gathering and Data Collection



Collaborative Goal: Intervention Strategy



Preparation: Tools and Resources



Coaching and Modeling: In Class Support



Follow-Up: Check Ins and Monitoring



Documentation: Summary of Service

Guiding Principles for Special Education

1. All students can succeed.
2. Each student has their own unique patterns of learning. Patterns of learning may vary greatly within a classroom. Teachers need to plan for diversity, give students tasks that respect their abilities, use dynamic and flexible groups for instruction, and provide ongoing assessment.
3. The TVDSB Mission of, "We build each student's tomorrow, every day" should be supported by maximizing student learning.
4. The practice of providing a range of services and placements shall be maintained.
5. Regular classrooms should be the first placement of choice for all students throughout their education career as per Regulation 181/98.
6. Parent(s)/legal guardian(s), students and staff must be engaged as equal partners in achieving student success. Group collaboration is imperative to ensure appropriate programming, placement decisions and the implementation of an effective IEP.
7. Parent(s)/legal guardian(s), students, staff and public involvement are essential in creating a caring culture of learning designed to optimize the development, establishment and implementation of programs and support services.
8. Educators, students and families require the support of the broader community to create a learning environment that supports students with Special Education needs.
9. Ongoing communication with students, parent(s)/legal guardian(s), staff, SEAC and other stakeholders is an important strategy in maintaining links with the broader community sector.
10. Fairness is not sameness - fairness can be achieved through the recognition of individual needs and addressed through modified programs, accommodations, universal designs and classroom practice.
11. Universal design, differentiated instruction and assessment "for" learning are effective and interconnected means of meeting the learning or productivity needs of any group of students.
12. Special Education programs and services are founded on evidence-informed and evidence-based research, tempered by experience.