



## Position Description

General Information	
<b>UW System Title:</b>	Teaching Assistant Professor
<b>UW System Code:</b>	TL055
<b>Business Title:</b>	Teaching Assistant Professor – Special Education
<b>Supervisor’s Business Title:</b>	Assistant Dean-Head of the School of Education
<b>Hours/Shift/Work Schedule:</b>	Academic Year (hours vary)
Check as needed:	<input type="checkbox"/> Weekends <input type="checkbox"/> Holidays <input type="checkbox"/> Evenings <input type="checkbox"/> On call <input type="checkbox"/> Varied hours
<b>Principal Work Location:</b>	Main Campus
<b>Department:</b>	School of Education
<b>Supervisory Position:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Employee Category:</b>	<input type="checkbox"/> University Staff <input checked="" type="checkbox"/> Faculty/Academic Staff/Limited
<b>FLSA Status:</b>	<input type="checkbox"/> Non-exempt (hourly). <input checked="" type="checkbox"/> Exempt (salaried)
<b>Date Created/Updated:</b>	3/14/2024
<b>Position of Trust:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
(Defined as: Having property access, financial/fiduciary duties, and all executive positions)	
<b>Position of Trust with Access to Vulnerable Populations:</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
(Defined as: Responsibilities require unsupervised or significant access to vulnerable populations, defined as minors and medical patients. For purposes of this policy, a minor is a person under the age of eighteen (18) who is not enrolled or accepted for enrollment at a UW System institution. Examples of settings with vulnerable populations include childcare centers, summer camps for minors, precollege or enrichment programs, and health care facilities. For additional information, view the <a href="#">University of Wisconsin System Criminal Background Check Policy</a> .)	

**Department Description**

The School of Education is the hub of teacher preparation programs at UW-Stevens Point. We prepare future teachers who are majoring in early childhood education, elementary education, physical education, or special education. The School of Education also supports students seeking certification in K-12 and secondary education. The School of Education likewise offers a Master of Science in Education degree along with graduate level options: Add-on Licensure Programs, an Accelerated Elementary Education Initial Licensure Program, Special Education Initial Licensure Program, and a doctoral program in Educational Sustainability

**Position Summary**

The School of Education is committed to fostering an equitable, diverse, inclusive, and socially just community. We are seeking applications from individuals who share this commitment. The successful candidate for this position will teach undergraduate and graduate courses in special education using a cross-categorical model. In addition, the position may include: (a) course development and instruction in introduction to special education, assessment, curriculum, and methodology in teaching students with disabilities, and working with teams and families with individuals with disabilities, (b) developing and maintaining collaborative and productive working relationships with local school systems, and (c) advising, mentoring, professional development, and department service activities. This position must contribute to creating an environment that is multicultural, inclusive, trusting, respectful, and collegial. This position may include student teacher supervision.

**Primary Responsibilities** (as a guideline, use Job Responsibilities from Job Overview section of the Job Library and support using specifics of the position)

**% of  
Time**

**Responsibility Title: Teaching Assistant Professor of Special Education**

**80%**

- **Teach undergraduate and graduate courses:** in special education using a cross-categorical model.
- **Subject Matter Expertise:** Should have a deep knowledge of their subject area, ensuring they can deliver accurate and up-to-date content to students. Explicit training in content necessary.
- **Clear Communication:** Effective and timely ability to communicate clearly and concisely in both written and verbal formats. Provide detailed instructions, explanations, and feedback to students.
- **Accessibility Awareness:** Aware of accessibility standards and ensure that course materials are accessible to all students, including those with disabilities.
- **Adaptability:** Ability to adapt to evolving technology, pedagogical approaches, and student needs. Open to trying new methods and tools to enhance the learning experience.
- **Engagement and Interaction:** Clear evidence of successful student engagement during both in-person online environments. Should foster interaction among students and with themselves through discussion forums, virtual meetings, and other collaborative tools used both in-person and virtually.
- **Time Management:** Effective management of time to respond to student inquiries, grade assignments, and provide feedback in a timely manner.
- **Feedback and Assessment:** Ability to **provide constructive** and timely feedback on assignments and assessments helps students understand their progress and areas for improvement.
- **Empathy and Support:** Must be empathetic to the challenges students may face and offer support, both academically and emotionally.
- **Technological Proficiency:** Should be proficient in using the learning management system (CANVAS), virtual classroom software, and other online tools. They should also be able to troubleshoot common technical issues.
- **Instructional Design Skills:** Proficient understanding of principles for instructional design to create well-structured courses and engaging learning materials.
- **Cultural Sensitivity:** Mindful of cultural differences and will create an inclusive learning environment.
- **Passion for Teaching:** A genuine passion for teaching and a commitment to student success that will greatly impact the learning experience.
- **Organization:** Necessary to manage course materials, assignments, and student records effectively.
- **Accessibility:** Accessible to students through office hours, email, or virtual meetings to address questions and concerns.
- **Professional Development:** Continuous learning and professional development are important for staying up to date with best practices in higher education.
- **Innovation:** Effective faculty are innovative and open to exploring new technologies and teaching methods to improve both in-person and online learning experiences.
- **Ethical Conduct:** Maintaining academic integrity and upholding ethical standards is essential for faculty and students alike.
- **Collaboration:** Collaborating with colleagues and administrators to improve program quality and effectiveness is a valuable quality.
- **Assessment and Improvement:** Faculty regularly assess the effectiveness of their teaching methods and make improvements based on student feedback and outcomes.

<ul style="list-style-type: none"> <li>● <b>Adherence to Policies:</b> Faculty members should be familiar with institutional policies and procedures related to online education and ensure compliance.</li> </ul>	
<p><b>Service to the Department &amp; University</b></p> <ul style="list-style-type: none"> <li>● Engage in service activities such as advising and mentoring.</li> <li>● Participate in faculty meetings, creative/scholarly activity, and service appropriate to a university faculty member in the School of Education</li> <li>● Participate in Department and university committee meetings and discussion as assigned.</li> </ul>	<b>10%</b>
<p><b>Professional Development &amp; Scholarship</b></p> <ul style="list-style-type: none"> <li>● Engage in professional development activities.</li> <li>● Faculty members are expected to maintain active research in their field and contribute to the department, school, and university.</li> </ul>	<b>10%</b>

<b>Qualifications – Knowledge, Skills, and Abilities:</b>	
<b>Required Knowledge, Skills, and Abilities</b>	
<ul style="list-style-type: none"> <li>● Earned master’s degree in special education or closely related field.</li> <li>● Licensed special education teacher</li> <li>● Minimum of three to five (3-5) years of full-time teaching experience with significant experience in special education in K-12 education.</li> <li>● A demonstrated commitment to build relationships with students and colleagues.</li> <li>● High-quality communication and interpersonal skills with diverse populations.</li> <li>● Clearly articulated scholarly agenda and scholarship record consistent with rank at the time of hire.</li> <li>● Ability to work well in a faculty team setting.</li> </ul>	
<b>Preferred Knowledge, Skills, and Abilities</b>	
<ul style="list-style-type: none"> <li>● Doctorate (Ph.D. or Ed.D.) in Special Education or Curriculum and Instruction with emphasis in Special Education. ABD's nearing completion will also be considered.</li> <li>● Willingness to travel regionally (eligible to obtain a valid WI driver’s license).</li> <li>● Experience mentoring student/intern pre-service teachers.</li> <li>● Experience with peer coaching and feedback for both pre-service and in-service teachers.</li> <li>● Experience in collaborative and/or inclusionary settings.</li> <li>● Experience with college level instruction.</li> <li>● Experience with online college level instruction.</li> <li>● Experience with teaching strategies, curricular adaptations, and methodology at elementary through secondary levels in functional and content areas (science, social sciences, social skills, functional academics).</li> <li>● Experience with screening, referral, individual assessment, report writing and IEP programming relating to special education evaluation.</li> <li>● Experience in gifted and talented education.</li> <li>● University-level teaching experience.</li> <li>● Demonstrated participation in or development of equitable, diverse, inclusive, and socially just learning environments.</li> </ul>	

<b>Other – Knowledge, Skills, and Abilities:</b>	
<input type="checkbox"/> Job Requires Driving a State Vehicle	

<input type="checkbox"/> Pre-employment Physical Assessment Required <input type="checkbox"/> Pre-Employment Financial Check Required <input type="checkbox"/> Independent travel is a core function of this job.
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<b>Physical Effort/Demands:</b>					
	Never (0%)	Seldom (1-10%)	Occasionally (11-33%)	Frequently (34-66%)	Continuously (67-100%)
Sitting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (arms above your head to reach high and/or difficult areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Squatting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stooping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting 0-10 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting 11-20 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting 21-30 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting 31-50 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Equipment Operated:</b>					
<ul style="list-style-type: none"> <li>Various computer systems and/or software, calculator, fax machine, office copier, telephone, and other electronic office devices.</li> </ul>					
<b>Working Environment:</b>					
The noise level in the work environment is usually quiet.					

This position description should not be interpreted as all inclusive. It is intended to identify the major responsibilities and requirements of the job. The incumbents may be requested to perform job-related responsibilities and tasks other than those stated in this description.

This position 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 position change.

UW-Stevens Point is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the University will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

\_\_\_\_\_  
Employee Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Name

\_\_\_\_\_  
Date

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Supervisor Signature

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Date