

SPECIAL EDUCATION TEACHER

JD LOCATOR: 3.21.1

Adopted: _____

Revised: 7/82, 4/09

REPORTS TO:	Building Principal and Director of Special Services
CLASSIFICATION:	Certified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of professional staff.

JOB SUMMARY

To provide students with appropriate learning activities and experiences designed to provide an appropriate education for intellectual, emotional, physical, and social growth.

This job description will be used as a guideline for the summative evaluation report.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

Standard 1: The special education teacher demonstrates effective planning for instruction.

Criterion A: The special education teacher demonstrates effective planning for instruction.

1. Prepares Individual Educational Plans (IEP's) and instructional materials to meet individual needs of students with disabilities. Organizes comprehensive present level of performance reflecting relevant assessment data and writes specific, appropriate measurable goals/objectives with required, appropriate components.
2. Confers with parents, administrators, teachers, support staff, and others to develop appropriate IEP's for students.
3. Participates in Individual Education Plan (IEP) meetings and provides all requested/required documentation.
4. Monitors review and completion dates on IEP goals/objectives.
5. Monitors review and reevaluation dates on case managed IEP's.
6. Maintains appropriate records, to include attendance, grade/progress reports, updated IEP's, and any other required documentation.
7. Provides the opportunity for students to be mentally and physically prepared for the learning experience.
8. Utilizes district and/or community resources to enhance instruction.

Criterion B: The special education teacher demonstrates knowledge and understanding of appropriate content areas and district curriculum.

1. Prepares meaningful lessons that reflect comprehensive understanding of the content, district curriculum, and methodologies appropriate to the needs of the learners.
2. Demonstrates basic technology skills and continued growth in technology knowledge and skills to stay abreast of current and emerging technologies and their applications to student learning.

Criterion C: The special education teacher chooses and designs varied instructional strategies that address the diversity of learners.

1. Utilizes effective teaching strategies for teaching to the individual learning styles of each student.

2. Employs a variety of instructional techniques and media, and demonstrates and utilizes technology and audiovisual aids that are consistent with the needs and capabilities of students.
3. Integrates appropriate technology and information literacy fully into planning and instruction.
4. Follows Individual Education Plan (IEP) goal/objective guidelines in teaching. States clearly the expected learner objectives to the students.
5. Provides opportunities for guided and independent practice.

Criterion D: The special education teacher uses various forms of assessment to monitor, manage, and enhance student learning.

1. Observes special education students in various educational settings at school, including the general education classroom if appropriate, in order to provide evaluations of instructional strategies and modifications.
2. Provides curriculum coordination between general and special education, and evaluates appropriateness of the student's IEP.
3. Provides continuous assessment of student's level of functioning.
4. Provides a variety of ongoing feedback for students and parents to encourage student progress.

Criterion E: The special education teacher analyzes student achievement data to determine instructional focus.

1. Uses appropriate data-driven formative and summative results to determine student mastery of content.
2. Uses appropriate data-driven formative and summative results to make prudent instructional decisions.

INSTRUCTIONAL IMPLEMENTATION

Standard 2: The special education teacher provides instructional opportunities to successfully engage students in the learning process.

Criterion F: The special education teacher assists students in demonstrating meaningful progress in the learning process.

1. Provides continuous feedback to students for all learning activities to include development of good study habits.
2. Provides opportunities for students to apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
3. Communicates goals and expectations clearly to students.

Criterion G: The special education teacher assists students in demonstrating meaningful progress in communicating effectively.

1. Provides opportunities for students to exchange information, questions, and ideas while recognizing the perspectives of others.
2. Provides activities for students to develop effective listening skills.

Criterion H: The special education teacher provides opportunities for students to demonstrate meaningful progress in developing knowledge, strategies, and skills to recognize and solve problems.

1. Provides realistic educational experiences at each student's level which will help students' reach their highest potential development.
2. Provides learning opportunities for students to examine problems and evaluate solutions from multiple perspectives.
3. Provides learning opportunities for students to develop, implement, and monitor a plan of action to solve a problem.

INSTRUCTIONAL ENVIRONMENT

Standard 3: The special education teacher creates an environment which promotes learning.

Criterion I: The special education teacher creates a positive learning environment.

1. Works with students to increase motivation.
2. Creates a classroom environment that engages students in learning.
3. Interacts with students in a professional, courteous manner and creates an environment that promotes mutual respect.
4. Manages time, space, transitions, and activities effectively.

Criterion J: The special education teacher effectively manages student behavior to promote learning.

1. Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate disciplinary techniques which are consistently applied in order to teach and maintain order and discipline in the classroom.
2. Communicates student behavioral expectations clearly to students and parents/guardians.
3. Recognizes and reinforces appropriate student behavior.
4. Collaborates with parents and colleagues to resolve student behavioral issues.
5. Encourages students' responsibility for behavior.
6. Models respect for others.
7. Makes effective use of preventative strategies (e.g. proximity, eye contact, nonverbal cues, position, and movement).
8. Uses appropriate communication when dealing with behavioral disruptions.
9. Manages discipline infractions in accordance with school policies and guidelines.
10. Intervenes appropriately to redirect student behavior.

PROFESSIONAL SKILLS

Standard 4: The special education teacher communicates and interacts in a professional manner to enhance the learning environment.

Criterion K: The special education teacher demonstrates appropriate interpersonal relationships with students to enhance the learning environment.

1. Demonstrates effective, appropriate communication by conferring and discussing with student information related to progress, both academically and behaviorally.
2. Talks, listens, and responds to students in an effective and mutually respectful manner.
3. Makes an effort to know each student as an individual in order to assist students in dealing with success and failure, as well as with academic and personal goal setting.
4. Utilizes information to assist in the identification and referral of students for additional resources and services.
5. Handles confidential information discretely and ethically.
6. Maintains a positive rapport and relationship with students.

Criterion L: The special education teacher demonstrates appropriate interpersonal relationships with staff to enhance the learning environment.

1. Demonstrates effective, appropriate communication by conferring and discussing with staff information related to student's progress, both academically and behaviorally.
2. Identifies and utilizes appropriate school personnel to develop the potential of all students.
3. Makes effective use of employed aides, when applicable.

4. Serves as a resource to school staff members, when applicable.
5. Maintains a positive rapport and relationship with staff.

Criterion M: The special education teacher demonstrates appropriate interpersonal relationships with parents/patrons to enhance the learning environment.

1. Demonstrates effective, appropriate communication in a professional manner by conferring and discussing with parents information related to student's progress, both academically and behaviorally.
2. Uses effective listening skills (e.g. affirmation of understanding, eye contact, attentiveness, restating, paraphrasing).
3. Develops cooperative partnerships to support student learning. Initiates and maintains a positive rapport with parents/patrons.
4. Provides pertinent information in parent/teacher conferences.
5. Communicates goals and expectations clearly to parents.
6. Handles confidential information and difficult situations discretely and ethically.

PROFESSIONAL DEVELOPMENT

Standard 5: The special education teacher demonstrates a commitment to professional development and responsibilities.

Criterion N: The special education teacher collaborates in the development and/or implementation of the building and district's vision, mission, and goals.

1. Participates in district's professional learning opportunities.
2. Attends staff, department, and committee meetings as required.
3. Develops and implements strategies aligned with school and district improvement plans.

Criterion O: The special education teacher adheres to the policies, procedures, and regulations of the school district.

1. Stays current and complies with federal, state, district, and school regulations and policies.
2. Complies with school policies on attendance and tardiness.
3. Completes paperwork, documentation, and other assignment responsibilities promptly and accurately.
4. Follows appropriate channels for resolving concerns and problems.
5. Protects the confidentiality of student records and information.

Criterion P: The special education teacher supports practices designed to maintain a safe and orderly school environment.

1. Exercises responsibility for student management on school property and at school activities.
2. Communicates safety issues to appropriate individuals.
3. Observes and follows safety procedures.

Criterion Q: The special education teacher demonstrates that his/her professional development experiences improve educational practices.

1. Uses varied building, district, state, or national resources available for professional development to improve instruction.
2. Applies the knowledge and techniques from professional developmental opportunities to classroom instruction.
3. Completes and documents professional development activities for state certification.
4. Applies a variety of self-assessment and problem-solving strategies for reflecting on instructional practices and on his/her influence on students' growth and learning.
5. Demonstrates behavior that is professional, ethical, and responsible at all times.

SUPERVISORY RESPONSIBILITIES

Practicing teachers, teacher aides, assigned volunteers, and other classroom visitors.

QUALIFICATION REQUIREMENTS: The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. A bachelor's degree representing major coursework in teaching special education.
2. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
3. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

PHYSICAL DEMANDS: *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.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: *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.*

Employee experiences constant interruptions and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature	Date	Supervisor's Signature	Date
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