

# Marquardt School District 15 Job Description

**Job Title:** Elementary Special Education Teacher

**Position Type:** Special Education Teacher

**Supervises:** NA

**Reports To:** Principal

**Primary Evaluator:** Principal and Assistant Principal

**Role Purpose:** Performs functions including; planning and delivering specialized instructional lessons that meet each individuals' goals contained within the Individual Education Plan and other targeted interventions; creating a classroom environment that is conducive to learning; and employing effective specialized instructional techniques for learners with disabilities. The ESL Teacher provides specialized instruction to support English learners in developing language proficiency while ensuring access to grade-level academic content. This role fosters an inclusive learning environment where bilingualism is valued as an asset, promoting a strong sense of belonging for all students. The ESL Teacher collaborates with staff, families, and the community to advocate for multilingual learners, ensuring equitable opportunities for academic and social success.

## Qualifications

- Current Illinois Professional Educator License (PEL) with Endorsements in Special Education (Learning Behavior Specialist I)

## Knowledge and Skills

- Exhibits knowledge of resource, co-taught, instructional, and specialized programs for students with diverse learning needs.
- Expertise in behavior management strategies, aggression replacement techniques, and de-escalation strategies (ie: CPI)
- Understands child development and evidence-based interventions for students requiring additional academic, behavioral, or functional support.
- Ability to write and implement Individualized Educational Plans (IEP's)
- Ability to work cooperatively with others
- Excellent communication skills

## Beliefs

- Students are General Education students first, who have special needs.
- Special education is the responsibility of everyone.
- Students with special needs have the right to access the rigor of their grade level curriculum
- Special Education is a service, not a place (or person).
- We write IEPs for students, not programs.
- Special education is a place you visit, not live.
- There is no such thing as special education in the real world, so we need to prepare our students to be as independent and functional as possible.

## Essential Responsibilities

- Design high-content, engaging work for students.
- Plan and instruct students on District and State Standards aligned curriculum, using integrated or direct service approaches as appropriate based on individual student needs.
- Accommodate, modify and adapt lessons and curriculum as needed to meet individual student needs and IEP Goals.

- Support in the facilitation of IEP meetings as well as development of the IEP.
- Establish a safe, positive classroom environment that is conducive to learning and appropriate to the developmental levels and interests of their students.
- Plan collaboratively with staff to develop specially designed instruction, utilizing different co-teaching models for delivery as appropriate to student needs.
- Creates a classroom environment that is conducive to learning and appropriate to the developmental levels and interests of their students.
- Modify, adapt and conduct formal and informal assessments to evaluate student progress. Administer standardized and informal assessments as directed, modify and adapt tests, environment or equipment to meet individual student needs.
- Monitor and review student progress via assessment data, maintain records of student work, and develop intervention strategies to ensure student success and growth.
- Set and communicate clear expectations for classroom behavior and school environment by applying positive reinforcement and/or behavior modification techniques as needed. Assist in the development and implementation of student behavior intervention plans.
- Communicate verbally and in writing regularly with parents, other educators and students on progress.
- Meet regularly and work collaboratively with other Teachers, Paraprofessionals and specialists to discuss individual student's modifications or adaptations, ongoing learning issues, interventions or areas of concern.
- Attend and actively participate in building and District Teams to facilitate early involvement and resolution of academic or behavior concerns.
- Collaborate with other staff in planning, modifying, enhancing and implementing curriculum, school and District goals and objectives.
- Enforce and support District and School policies, philosophies and objectives with students and parents.
- Participate in staff development and school improvement activities in order to maintain professional growth. Plan and implement best practices and strategies.
- Participate in events outside of the regularly scheduled work day.
- Other duties as assigned

## Work Environment

While performing the duties of this job, the employee regularly works inside but could occasionally be outside and is subject to noises associated with an educational environment both indoors and outdoors that is deemed moderate. The employee is regularly required to sit; climb or balance; and stoop, kneel, crouch, or crawl. Work requires some lifting, pulling or pushing during the normal performance of tasks and responsibilities. The employee works in an educational setting with children of varying ages and abilities and is directly responsible for the safety, well-being, and work output of students. Duties may be performed in libraries, cafeterias, parking lots, gymnasiums, auditoriums, hallways, and on field trips away from the school. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Terms of Employment: Salary is in accordance with the teacher salary range for MSD15

**Reviewed/Revised:** January 22, 2025