

**TITLE:** Special Education Teacher

**FLSA Status:** Exempt

**REPORTS TO:** Building Administrator

**BASIC FUNCTION:** The special education teacher is responsible for providing individualized instruction and support to students with disabilities or special needs, ensuring they achieve academic success and develop social and life skills. This role involves collaborating with general education teachers, parents, and support staff to create a supportive learning environment tailored to each student's unique

**TERMS OF EMPLOYMENT:** Contract

**ESSENTIAL FUNCTIONS:**

**Instructional Strategist I**

1. Establish high academic and behavioral standards and expectations for all students.
2. Work collaboratively with general education teachers to develop or revise curriculum, learning materials and assessments to facilitate differentiated activities.
3. Coordinate services to students for the purpose of ensuring efficient instruction and an effective cohesive program.
4. Develop and implement Individual Education Plans including Transition plans for the purpose of addressing the needs of individual students.
5. Modify/adapt core curriculum and implement appropriate teaching strategies and technologies to meet the needs of diverse students.
6. Develop and interpret formal and informal assessment techniques and instruments in order to develop appropriate learning programs.
7. Interpret behavior assessments, Functional Behavior Assessments and Behavior Intervention plans and data for the purpose of creating Behavior Plans.
8. Manage learning programs for assigned students setting behavioral objectives, using appropriate learning strategies to further student development, and evaluating progress based on stated performance criteria.
9. Maintain cooperative working relationships with parents, staff, other school district personnel and other community service agencies to promote students' educational, physical, and social development.
10. Perform all other related educational service duties as required or directed

**Instructional Strategist II: BD/LD**

1. Establish high academic and behavioral standards and expectations for all students.

2. Work collaboratively with general education teachers to develop or revise curriculum, learning materials and assessments to facilitate differentiated activities.
3. Coordinate services to students for the purpose of ensuring efficient instruction and an effective cohesive program.
4. Develop and implement Individual Education Plans including Transition plans for the purpose of addressing the needs of individual students.
5. Modify/adapt core curriculum and implement appropriate teaching strategies and technologies to meet the needs of diverse students.
6. Develop and interpret formal and informal assessment techniques and instruments in order to develop appropriate learning programs.
7. Interpret behavior assessments, Functional Behavior Assessments and Behavior Intervention plans and data for the purpose of creating Behavior Plans.
8. Manage learning programs for assigned students setting behavioral objectives, using appropriate learning strategies to further student development, and evaluating progress based on stated performance criteria.
9. Maintain cooperative working relationships with parents, staff, other school district personnel and other community service agencies to promote students' educational, physical, and social development.
10. Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
11. Perform all other related educational service duties as required or directed

#### **Instructional Strategist II: MD**

1. Establish high academic and behavioral standards and expectations for all students.
2. Develop and implement strategies to meet the needs of students with a variety of severe handicapping conditions.
3. Develop and implement Individual Education Plans including Transition plans for the purpose of addressing the needs of individual students.
4. Instruct students in academic subjects, using a variety of techniques in order to reinforce learning and to meet students' varying needs and interests.
5. Employ strategies and techniques during instruction to improve the development of sensory and perceptual motor skills, language, cognition and memory.
6. Use of assistive technology including augmentative communication devices, PECS and visual communication systems.
7. Apply principles and methods of developing an instructional and behavioral management system.
8. Demonstrate ability in interpreting behavior assessments, Functional Behavior Assessments and Behavior Intervention plans and data for the purpose of creating behavior plans as well as student safety plans.

9. Develop and use appropriate behavior management techniques.
10. Maintain cooperative working relationships with parents, staff, other school district personnel and other community service agencies to promote students' educational, physical, and social development.
11. Perform all other related educational service duties as required or directed

### **Job Tasks by Developmental Level:**

#### **Preschool**

1. Arrange indoor or outdoor space to facilitate creative play, motor skill activities or safety
2. Attend to children's basic needs by feeding them, dressing them or changing their diapers
3. Communicate nonverbally with children to provide them with comfort, encouragement or positive reinforcement
4. Confer with parents, guardians, teachers, counselors, or administrators to resolve students' behavioral or academic problems
5. Develop individual educational plans (IEPs) designed to promote students' educational, physical or social development
6. Develop or implement strategies to meet the needs of students with a variety of disabilities
7. Employ special education strategies or techniques during instruction to improve the development of sensory and perceptual motor skills, language, cognition or memory
8. Encourage students to explore learning opportunities or persevere with challenging tasks to prepare them for later grades
9. Establish and communicate clear objectives for all lessons, units and project to students, parents or guardians
10. Establish and enforce rules for behavior and procedures for maintaining order among students
11. Perform all other related educational service duties as required or directed

#### **Kindergarten and Elementary School**

1. Administer standardized ability and achievement tests to kindergarten or elementary students with special needs
2. Collaborate with other teachers or administrators to develop, evaluate or revise kindergarten or elementary school programs
3. Confer with other staff members to plan or schedule lessons promoting learning, following approved curricula
4. Confer with parents, administrators, testing specialists, social workers or other professionals to develop individual education plans (IEPs)
5. Confer with parents, guardians, teachers, counselors, or administrators to resolve students' behavioral or academic problems
6. Coordinate placement of students with special needs into mainstream classes

7. Develop individual educational plans (IEPs) designed to promote students' educational, physical or social development
8. Develop or implement strategies to meet the needs of students with a variety of disabilities
9. Employ special education strategies or techniques during instruction to improve the development of sensory and perceptual motor skills, language, cognition or memory
10. Encourage students to explore learning opportunities or persevere with challenging tasks to prepare them for later grades
11. Perform all other related educational service duties as required or directed

### **Secondary School**

1. Establish and enforce rules for behavior and policies and procedures to maintain order among students
2. Prepare materials and classroom for class activities
3. Modify the general education curriculum for special needs students based upon a variety of instructional techniques and instructional technology
4. Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement
5. Instruct through lectures, discussions and demonstrations in one or more subjects such as English, mathematics or social studies
6. Develop and implement strategies to meet the needs of students with a variety of handicapping conditions
7. Establish clear objectives for all lessons, units and projects and communicate those objectives to students
8. Employ special education strategies and techniques during instruction to improve the development of sensory and perceptual motor skills, language, cognition and memory
9. Confer with parents, administrators, testing specialists, social workers and professionals to develop individual education plans (IEPs) designed to promote students' educational, physical and social development
10. Confer with parents, guardians, teachers, counselors, or administrators to resolve students' behavioral or academic problems
11. Prepare, administer and grade tests and assignments to evaluate students' progress
12. Teach personal development skills such as goal setting, independence and self-advocacy
13. Maintain accurate and complete student records and prepare reports on children and activities as required by laws, district policies and administrative regulations
14. Perform all other related educational service duties as required or directed

### **HIRING SPECIFICATIONS:**

#### **Required:**

- A. Bachelor's Degree

- B. Iowa Teaching License
- C. Appropriate Endorsement for Teaching Assignment(s)
- D. Such alternative to the above qualifications as the Board may find appropriate and acceptable.

**Evaluation:**

Performance of this job will be evaluated using the Iowa Teaching Standards:

- Standard 1:** Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals
- A. The teacher provides multiple forms of evidence of student learning and growth to students, families and staff.
  - B. The teacher implements strategies supporting student, building and district goals.
  - C. The teacher uses student performance data as a guide for decision-making.
  - D. The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
  - E. The teacher creates an environment of mutual respect, rapport and fairness
  - F. The teacher participates in and contributes to a school culture that focuses on improved student learning.
  - G. The teacher communicates with students, families, colleagues and communities effectively and accurately.
- Standard 2:** Demonstrates competence in content knowledge appropriate to the teaching position
- A. The teacher understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
  - B. The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
  - C. The teacher relates ideas and information within and across content areas.
  - D. The teacher understands and uses instructional strategies that are appropriate to the content area.
- Standard 3:** Demonstrates competence in planning and preparing for instruction
- A. The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.
  - B. The teacher sets and communicates high expectations for social, behavioral and academic success of all students.
  - C. The teacher uses student's developmental needs, background, and interests in planning for instruction.
  - D. The teacher selects strategies to engage all students in learning.
  - E. The teacher uses available resources, including technologies, in the development and sequencing of instruction.

**Standard 4:** Uses strategies to deliver instruction that meets the multiple learning needs of students

- A. The teacher aligns classroom instruction with local standards and district curriculum.
- B. The teacher uses research-based instructional strategies that address the full range of cognitive levels.
- C. The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- D. The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- E. The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.
- F. The teacher uses available resources, including technologies, in the delivery of instruction.

**Standard 5:** Uses a variety of methods to monitor student learning

- A. The teacher aligns classroom assessment with instruction.
- B. The teacher communicates assessment criteria and standards to all students and parents.
- C. The teacher understands and uses the results of multiple assessments to guide planning and instruction.
- D. The teacher guides students in goal setting and assessing their own learning.
- E. The teacher provides substantive, timely, and constructive feedback to students and parents.
- F. The teacher works with other staff and building and district leadership in analysis of student progress.

**Standard 6:** Demonstrates competence in classroom management

- A. The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- B. The teacher establishes, communicates, models, and maintains standards of responsible student behavior.
- C. The teacher develops and implements classroom procedures and routines that support high expectations for student learning.
- D. The teacher uses instructional time effectively to maximize student achievement.
- E. The teacher creates a safe and purposeful learning environment.

**Standard 7:** Engages in professional growth

- A. The teacher habits and skills of continuous inquiry and learning.
- B. The teacher works collaboratively to improve professional practice and student learning.
- C. The teacher applies research, knowledge, and skills from professional development.

- D. The teacher establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

**Standard 8:** Fulfills professional responsibilities established by the school district

- A. The teacher adheres to board policies, district procedures and contractual obligations.
- B. The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.
- C. The teacher contributes to efforts to achieve district and building goals.
- D. The teacher demonstrates an understanding of and respect for all learners and staff.
- E. The teacher collaborates with students, families, colleagues and communities to enhance student learning.

**PHYSICAL DEMANDS:**

Postures/Positions	Never	Occasional (1-33%)	Frequent (24-66%)	Constant (67-100%)
Sitting			X	
Standing				X
Walking			X	
Bending/Stooping				X
Squatting/Crouching				X
Kneeling				X
Crawling			X	
Climbing Stairs			X	
Reaching Forward				X
Reaching Above Shoulders			X	
Grasping (holding)				X
Gripping (forceful)			X	
Pinching		X		

<b>Lift Floor to Knees</b>	<b>Never</b>	<b>Occasional (1-33%)</b>	<b>Frequent (24-66%)</b>	<b>Constant (67-100%)</b>
1-10 pounds		X		
11-20 pounds		X		
21-50 pounds		X		
51-100 pounds		X		
> 100 pounds (Team lift required)		X		

<b>Lift Knees to Waist</b>	<b>Never</b>	<b>Occasional (1-33%)</b>	<b>Frequent (24-66%)</b>	<b>Constant (67-100%)</b>
1-10 pounds			X	
11-20 pounds			X	
21-50 pounds			X	
51-100 pounds		X		
> 100 pounds (Team lift required)		X		

<b>Lift Waist to Shoulder</b>	<b>Never</b>	<b>Occasional (1-33%)</b>	<b>Frequent (24-66%)</b>	<b>Constant (67-100%)</b>
1-10 pounds		X		
11-20 pounds		X		
21-50 pounds		X		
51-100 pounds	X			
> 100 pounds (Team lift required)	X			

<b>Lift Above Shoulder</b>	<b>Never</b>	<b>Occasional (1-33%)</b>	<b>Frequent (24-66%)</b>	<b>Constant (67-100%)</b>
1-10 pounds			X	
11-20 pounds			X	
21-50 pounds		X		
51-100 pounds	X			



> 100 pounds (Team lift required)	X			
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<b>Pushing/Pulling (lbs force)</b>	<b>Never</b>	<b>Occasional (1-33%)</b>	<b>Frequent (24-66%)</b>	<b>Constant (67-100%)</b>
1-10 pounds				X
11-20 pounds				X
21-50 pounds				X
51-100 pounds			X	
> 100 pounds		X		

<b>Working Environment</b>	<b>Never</b>	<b>Occasional (1-33%)</b>	<b>Frequent (24-66%)</b>	<b>Constant (67-100%)</b>
Indoors				X
Outdoors		X		
Extreme Heat		X		
Extreme Cold		X		
Dust		X		
Fumes		X		
Vapors		X		
Noise				X

**Legend for Frequency:**

- **Constant:** 6-8 hours per day
- **Frequent:** 4-6 hours per day
- **Occasional:** 2-4 hours per day
- **Rare:** Less than 2 hours per day

The Bettendorf Community School District does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, sexual orientation, gender identity, disability, marital status or socioeconomic status. The district is an affirmative action/equal employment opportunity employer.

**Disclaimer**

The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position.