



Special Education Center-Based Teacher - Autism Certified Job Description

Job Title: Special Education Center-Based Teacher (Autism)

Date Prepared or Last Modified: March 2012

Work Year/Days: 185 Days

Department: Special Education

Reports To: Building Administrator or their designee

Summary: The primary responsibility of the Special Education Teacher is to work in partnership with parents, students and general education teachers to implement the IEP for students with disabilities while supporting student achievement.

Essential Duties and Responsibilities:

- Perform comprehensive, educationally relevant, evaluations for students suspected of having a disability to support eligibility determination within a timely manner
- Provide direct specialized instruction to students in one-on-one and/or small groups in accordance with their IEP in areas such as reading, written language, math, organizational and study skills, and when appropriate social/affective, behavioral, pre-vocational skills, etc.
- Adequately and appropriately document and record progress towards IEP goals and complete IEP Progress Reports in accordance with school reporting schedule
- Provide positive reinforcement and encouragement to students that promotes a safe learning environment
- Support and/or team with General Education Teachers to implement modified instructional strategies and materials to support academic progress for students with disabilities within the general education classroom
- When appropriate provide direction and supervision to SPED Paraprofessionals for the purpose of maximizing efficiency and providing effective and adequate services to students with disabilities aligned within their IEP
- Implement evidence-based practices to support the district's Instructional Model to promote academic success within the district's approved curriculum
- Case Manage students for the purposes of the IEP process as identified within the 27J Staff Procedural Guidelines
- Collaborate with general education staff, parents, related service personnel, and relevant community agencies to ensure delivery of appropriate instruction, transition services and when appropriate mental health services
- Complete Medicaid billing procedures for services provided to eligible students within a timely manner when directed by the Medicaid Coordinator
- Communicate with Special Education Coordinator in regards to difficult or sensitive situations

- As directed by Special Education Department and/or building Administrator, provide Professional Development to school staff and/or parents given individual expertise in a particular area.
- Participate in job-related meetings/trainings as well as building PD when requested by the building Administrator and/or the Director of Special Education, as schedule permits.

Education and Experience Required:

- Must hold or be eligible for a Special Education License (Generalist, Mild/Moderate) with the Colorado Department of Education
 - requires a minimum of a BA in Special Education and passing the Praxis II exam

Technical Skills, Knowledge, and Abilities:

- Solid knowledge base regarding the principles, techniques, materials and equipment used in the diagnosis and treatment of students with disabilities under IDEA
- Knowledge and basic understanding of IDEA, Exceptional Children's Education Act (ECEA Colorado) 2007,
- Must be able to operate basic Microsoft Office programs (Word, Outlook, Excel)
- Strong knowledge base in core literacy instructional strategies
- Strong knowledge base in data analysis and progress monitoring
- Requires the ability to prepare concise accurate reports, and may involve the ability to support the development/ of forms and training manuals.
- Requires the ability to utilize mathematical formulas; to add and subtract; to multiply and divide; utilize percentages; understand and apply the theories of algebra and geometry
- Must be able communicate effectively and efficiently in a variety of technical or professional languages including computer terminology
- Demonstrated skills in facilitation, conflict resolution, and collaboration
- Evidence of organization, planning and time management skills is required for this position

The physical demands, work environment factors, and mental functions described below 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.

PHYSICAL DEMANDS While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee frequently is required to stand; walk; and stoop, kneel, crouch, or crawl. The employee is occasionally required to sit, climb or balance, and taste or smell. The employee may be required to lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT While performing the duties of this job, the employee may be exposed to moving mechanical parts associated with wheelchairs and/or other adapted equipment. The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS The employee will be required to be able to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, instruct, evaluate, use interpersonal skills, negotiate, and prioritize. Frequently required to copy, coordinate, compute, synthesize, and compile.