

**ISD # 191 Job Description
(TCHSPED)
JOB TITLE: Teacher, Individualized Student Services**

Exempt (Y/N): Yes	DATE: January 9, 1997
DEPARTMENT: Individualized Student Services	OCC NUMBER: 1474, 1475, 1477,
SUPERVISOR: Director of Individualized Student Services	1478, 1479, 1480

SUMMARY: Teaches elementary and/or secondary students with physical, developmental, and/or learning disabilities by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Plans curriculum and prepares lessons and other instructional materials to meet individual need of students, considering state and school requirements, and physical, emotional, and educational levels of development.

Confers with parents, administrators, testing specialists, social worker, and others to develop Individual Educational Program (IEP) for student.

Instructs students in all academic subjects.

Creates learning materials geared to each student's ability and interest.

Instructs students to improve sensory-motor and perceptual-motor development, perception, memory, language, cognition, and social and emotional development.

Works with students to increase motivation, provide consistent reinforcement to learning, continuous assessment of level of functioning, and continuous feedback to student for all learning activities.

Works with parents to accept and develop skills in dealing with student's disability.

SUPERVISORY RESPONSIBILITIES: This position has no supervisory responsibilities.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Bachelor's degree from four-year college or university; required course work in education.

LANGUAGE SKILLS: Ability to read, analyze, and interpret common scientific and technical journals, and legal documents. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the school community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or School Board.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to

apply concepts of basic algebra and geometry.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid and current Minnesota state teacher's license. Certification in area to be taught, i.e., MMI, MSMI, POHI, SLD, EBD.

OTHER SKILLS and ABILITIES:

- Interpersonal skills, including ability to work well with others, be polite, helpful, courteous and compassionate.
- Ability to maintain regular attendance.
- Ability and willingness to follow District rules and policies.
- Ability and willingness to follow directives from supervisors.
- Ability to work with students of all ability levels, and to make adjustments in teaching techniques to fit individual needs.
- Conflict resolution skills.
- Computer skills in word processing and data processing.
- Classroom management/discipline skills.
- Organizational skills.

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, and talk and hear. The employee frequently is required to sit. The employee is frequently required to use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Depending on the particular student(s) assigned to this position, the employee may be required to lift and or move a student in a wheelchair. Then the lifting and moving requirements would depend on the weight of the student, and could be well over 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, and peripheral vision.

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.

The noise level in the work environment is usually moderate, but could be loud at times, depending on the student population.

NOTE: The Special Education Teacher could work in any of the following areas: EBD, SLD, ECSE, MMI, MSI, Speech.