

Job Description

Position Title:	Special Education Teacher: Autism Program
Department:	Special Education
Reports To:	Building Principal
Compensation:	Salary Commensurate with Degree and Experience
Calendar:	190 Days
Category::	Certified Salary

SUMMARY

Responsible for planning and implementing effective individualized instruction; including behavioral, social, and life skills as well as academic standards for students with disabilities. There is an emphasis on those who demonstrate needs related to the Autism spectrum. Also responsible for program success through direction of assigned para(s), inventory and facility care, IEP implementation and maintenance, and effective communications with parents, students, peer staff, and administrators.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties must be performed on site. Other duties may be assigned.

- Reports to work as scheduled on a regular and reliable basis.
- Develop and execute individual education plans (IEP) for each student assigned to you
- Communicate regularly with parents, staff, and students when appropriate about progress
- Use individualized reinforcement techniques for each student
- Develop and distribute progress reports as required, but at least every two weeks and record progress in the student's IEP.
- Complete training and use, when necessary, Crisis Prevention Techniques (CPI)
- Proficiently deliver instruction based on the Iowa Core and Iowa Core Essential Elements
- Develop lesson plans appropriate for an individual student.
- Collect and report out data on Iowa Alternate Assessment
- Maintain physical environment of the classroom daily
- Assist in the development of strategies that complement the efforts of general education teachers for inclusive classrooms/settings.
- Collaborate with district staff, building behavior consultant and other appropriate staff members on the program and instruction for individual students.
- Meets core expectations for all certified staff as outlined by the district.
- Experience and/or training on evidence based practices for working with students with Autism Spectrum Disorder.
- Manage student behavior for the purpose of providing a safe and an optimal learning environment utilizing effective and evidence based approaches to meet the unique needs of students with Autism Spectrum Disorder
- Assists willingly in potential Non-Violent Crisis Interventions utilizing the skills learned through CPI training in accordance within *Iowa Department of Education Regulations: Chapter 103*.
- Assists willingly in the maintenance of student safety if student attempts elopement through skills learned through CPI training in accordance within *Iowa Department of Education Regulations: Chapter 103*.
- Directs and assists willingly in hygiene maintenance/toileting of students as needed.

SUPERVISORY RESPONSIBILITIES

- This position does not supervise any employees.

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.

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EDUCATION and/or EXPERIENCE

- Required: Bachelor's degree in education from a four-year accredited college or university

CERTIFICATES, LICENSES, REGISTRATION

- Required: Valid Iowa teaching certificate with a Strategist I endorsement
- Preferred: Valid Iowa teaching certificate with a Strategist II, ID endorsement
 - Required if specific location and/or case load established upon hire
- Preferred: Experience with students that are on the autism spectrum

LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Abilities to effectively present information and respond to questions from groups of managers, clients, customers, and the general public. Strong positive human relation and communication skills in working with students, parents and associated professionals.

MATHEMATICAL SKILLS

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

Abilities to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES

Ability to apply knowledge of current research and theory to an instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clearly and concisely in written or oral communication. Demonstrated knowledge of curriculum techniques and accommodations to enhance student achievement. Interest and willingness to seek out new learning opportunities. Ability to give oral and written presentations to fellow staff members. Training and experience with intervention strategies for crisis management and problem solving. Knowledge and experience using technology in a classroom. Ability to assist others in integrating special education modifications in their classrooms.

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 frequently required to stand and talk or hear and sometimes walk and sit on the floor depending on the age of the children. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. 0 - 12 feet and on occasion up to 20 feet, such as books and supplies or student equipment and wheelchairs. Occasionally the employee will bend or twist at the neck more than the average person, may need to lift arms to write on chalk or marking board and occasionally stoop, kneel, crouch and reach 0 - 24 inches and up to 36 inches above the head. The employee is directly responsible for the safety, well-being and work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material and the ability to adjust focus. Hearing ability to monitor activity and presence of students and respond to communication with students and adults is required. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

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Staff must be able to participate and pass Non-Violent Crisis Intervention training including the appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint, and restraint only when there is an identified danger to self or others. Staff must be able to run short distances to ensure student safety.

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 employee will normally work indoors but may be required to be outdoors in unpredictable temperatures to monitor playground activities, attend programs, field trips or go from building to building. The noise level in the work environment is usually low to moderate but may become loud on occasion. The employee is frequently required to interact with the public and other staff. The employee may be exposed to physical contact from aggressive students. The employee is directly responsible for the safety, well-being and work output of students.

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 individuals currently holding this position and additional duties may be assigned.