



Crandall Independent School District

Job Description

Job Title:	SPED Behavior/PASS Teacher	Wage/Hour Status:	Exempt
Reports To:	Principal & Student Support Services	Date Revised:	September 1, 2023
Dept./School:	Assigned Campus	Funding Source:	199 23/Local SPED Funds

Primary Purpose:

Provide students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotion, physical, and social growth. Develop or modify curriculum and prepare lessons and other instructional materials and activities to meet student's behavioral and academic needs. Work in self-contained, team, departmental, or itinerant capacity as assigned.

Qualifications:

Education/Certification:

Bachelor's degree for accredited university
Valid Texas teaching certificate with required endorsements for assignments
Texas Special Education Certification and or endorsement

Special Knowledge/Skills:

Knowledge of special needs of students in assigned area
Knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation for special students
General knowledge of curriculum and instruction
Strong ability to handle emotional disorders in a school environment
Knowledge of Response to Intervention process for students with behavioral concerns

Experience:

Student teaching or approved internship

Major Responsibilities and Duties:

Instructional Strategies

1. Collaborate with students, parents, and other members of staff to develop IEP through the ARD Committee process for each student assigned.
2. Develop and implement lesson plans for student learning that fulfills the requirements of the district's curriculum program and show written evidence of preparation as needed and required. Prepare lessons that reflect accommodations for differences in individual student differences.
3. Present subject matter effectively and according to guidelines established by IEP. Employ a variety of instructional techniques and media including technology to meet the needs and capabilities of each student assigned.
4. Ensure student access to general education curriculum, prepare lessons and other instructional materials and activities to meet student's behavioral and academic needs.
5. Work cooperatively with classroom teachers, campus administration, behavior specialists and other staff to modify the regular curriculum as needed ensuring student access and success.
6. Collaborate with the Response To Intervention campus team to support students needing behavioral interventions and supports for all students in need.
7. Implement an instructional, therapeutic, and/or social skill development program for students and show written evidence of preparation and implementation, as required.

8. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
9. Manage the SPED caseload, prepare compliant and quality IEP documents along with participate in ARD Committee meetings for students in the caseload.
10. Consult with Behavior Specialist and other Student Support Services staff periodically or as directed to ensure program and student success.
11. Conduct assessments of student learning styles and use results to plan for instructional activities.
12. Employ a variety of instructional techniques and media to meet the needs and capabilities of each student assigned.
13. Plan and supervise assignments for teacher's aide(s).
14. Use technology in teaching/learning process.

Student Growth and Development

1. Conduct ongoing assessments of student achievement through formal and informal testing.
2. Provide or supervise personal care, medical care, and other supports for students as stated in IEP.
3. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by campus principal.
4. Consult district and outside resource people regarding education, social, medical, and personal needs of students.
5. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
6. Be a positive role model for students; support the mission and vision of the school district.

Classroom Management and Organization

15. Create a safe classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
16. Manage student behavior and administer discipline including intervening in crisis situations and physically restraining students as necessary according to IEP and in accordance with Student Code of Conduct and student handbook.
17. Consult with classroom teachers, special education staff and campus administration regarding management of student behavior according to IEP.
18. Consult district resource people regarding education, social, medical, and personal needs of students.
19. Take all necessary and reasonable precautions to protect students, equipment materials, and facilities.
20. Assist in selection of books, equipment, and other instructional materials.
21. Be available before, during, and after school to support behavior students transitions on the campus.
22. Provide skills training as needed according to IEP or program plan.
23. Compile, maintain, and file all reports, records, and other documents required.
24. Plan and assign work to instructional aide(s) and volunteer(s) and oversee task completion ensuring the success of classroom systems, procedures and student supports.

Communication

25. Establish and maintain open communication by being available to and conducting conferences with parents, students, principals, instructional assistants, and teachers.
26. Communicate with students or parents on a regular basis via phone or video conference, email, or district-approved website.
27. Maintain confidentiality with respect to personally identifiable information of learners and their families.
28. Consult district and community resources, as appropriate, regarding education, social, medical, and personal needs of learners.
29. Complete and send Progress Reports on IEP goals to parents as specified in the ARD/IEP.

30. Communicate professionally and effectively with instructional assistants to ensure classroom and student success.

Professional Growth and Development

- 31. Set professional goals; seek out and participate in professional learning experiences to improve job-related skills.
- 32. Display emotional maturity and a positive attitude in contacts with learners, parents, staff, and community.
- 33. Set an example of and encourage socially acceptable behavior in the areas of appearance, communications, and behavior.
- 34. Possess physical competency necessary for performance of assignments.
- 35. Serve as case-manager for assigned learners eligible for special education and provide professional development and consultation as needed with other members of the instructional and related services team to meet each learner's IEP.
- 36. Adhere to the principles as listed in the Code of Ethics and Standard Practices for Texas Educators.
- 37. Participate in staff development activities to improve job-related skills.
- 38. Comply with state, district, and school regulations and policies for classroom teachers.
- 39. Attend and participate in faculty meetings and serve on staff committees as required.

Other

- 40. Follow district safety protocols and emergency procedures.

Supervisory Responsibilities:

Supervise and direct the work of the assigned teacher aide(s).

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer and peripherals; and other instructional equipment

Posture: Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking

Lifting: Regular light lifting and carrying (45 pounds or more); and positioning of students with physical disabilities, control behavior through physical restraint, assist non ambulatory students, and lift and move adaptive equipment; may work prolonged or irregular hours, may lift and move textbooks and classroom equipment

Environment: Work inside, may work outside; regular exposure to noise, exposure to biological hazards; may require district wide travel

Mental Demands: Maintain emotional control under stress; work prolonged or irregular hours

The document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Print Name

Signature

Date