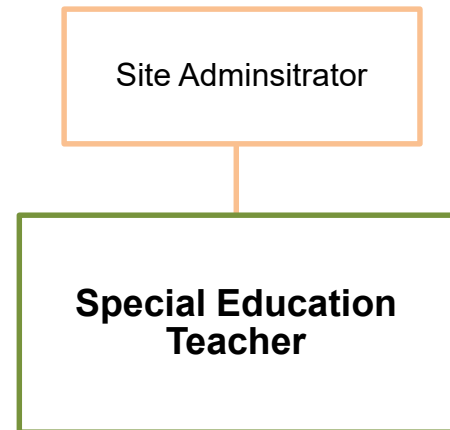


## SPECIAL EDUCATION TEACHER

<b>Job Title:</b>	Special Education Teacher
<b>Initial:</b>	June 23, 2010
<b>Revised:</b>	April 22, 2022
<b>Work Year:</b>	182 days
<b>Office:</b>	Education
<b>Department:</b>	Individualized Education/Special Education
<b>Reports To:</b>	Site Administrator
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Licensed Salary Schedule

### Related Organization Chart



**POSITION SUMMARY:** The Special Education Teacher will work in a team environment in partnership with general and special education teachers and paraprofessionals in all school settings. The teacher will provide academic, social/emotional and behavioral supports to students, differentiated based on individual need. The teacher may work with students who are eligible under any one of Colorado's 13 Special Education eligibility categories.

### ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Knowledgeable in working with students that demonstrate a wide range of academic, social/emotional and behavior needs.
- Provides research-based, data driven specialized instruction to address the instructional goals and objectives contained within each student's IEP using a variety of individual and group activities.
- With training and support, may provide instruction to align with provided curricula including Extended Evidence Outcomes (EEOs) and provide direct assistance to students in self-care tasks, including toileting.
- Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques.
- Employs various teaching techniques, methods and principles of learning to enable students to meet their IEP goals in a positive learning environment that emphasizes individualized instruction.
- Establishes and maintains positive classroom management.
- Provides appropriate behavioral and/or social/emotional supports to students using research-based

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

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interventions and strategies.

- Must be able to demonstrate competency in directing the day-to-day activities of assigned paraprofessionals.
- Develops and implements annual IEPs as district case manager for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals.
- Coordinates, administers and documents progress monitoring in order to accurately complete quarterly progress reports to disseminate to parents.
- Facilitates/participates in IEP meetings. Provides clear, supportive and accurate information to parents.
- Takes personal responsibility for IEP compliance (i.e. notice of meetings, procedural safeguards, accurate and timely completion of IEPs and required signatures).
- Takes personal responsibility to coordinate the delivery of all special education services in each student's IEP.
- Assists in screening, evaluating and recommending placements for students in the school's special education program.
- Coordinates student placement in and out of the district to provide Least Restrictive Environment (i.e. building-based programs, center-based programs and alternative programs).
- Uses a variety of assessments to create a body of evidence to verify student achievement toward mastery of standards.
- Gathers, completes and submits documentation for extended school year (ESY), transportation, change of placement and tutors as necessary.
- In a secondary school setting, participates in transition planning and preparation for adult life experiences including post-secondary.
- Facilitates communication between building and special education department.
- Clearly communicates among special education personnel (teachers, paraprofessionals, itinerants) and other district/school staff (administrators, general education teachers).
- Routinely communicates with general education teachers in regards to specific IEP needs of students within regular classroom environment.
- Confers frequently with parents and professional staff members regarding student needs.
- Collaborates with other District departments as necessary.
- Performs other related duties as assigned.

**Supervision & Technical Responsibilities:** This position does not supervise other employees.

**Budget Responsibility:** This position does not have any direct budget responsibility.

## QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

### Education & Training:

- Bachelor's degree plus additional coursework required for certification or licensure.
- Training or willingness to be trained in nonviolent crisis intervention (CPI) techniques required.

### Experience:

- Thorough knowledge of the principles and methodology of effective teaching of students with disabilities.
- Thorough knowledge of the principles, practices and procedures of special education.

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**Knowledge Skills & Abilities:**

- Excellent oral and written communication.
- Excellent interpersonal skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications.

**Certificates, Licenses, & Registrations:**

- The selected individual must possess upon hire, or be able to obtain within 30 days of hire, a Colorado Department of Education Special Education Generalist Teacher License or Temporary Educator Eligibility Authorization (TEE).
- Criminal background check required for hire.

**OTHER WORK FACTORS**

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

**Physical Demands:** While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

**Work Environment:** The noise level in the work environment is usually moderate. While performing the duties of this job, the employee will work primarily in a usual office or school environment.

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