



Teacher - Special Education

Purpose Statement

The job of Teacher - Special Education is done for the purpose/s of providing services to students of all identified educational disabilities. Experience with managing a caseload as well as developing and monitoring Individual Education Plan (IEP) progress. Familiarity with adapting curriculum to meet student needs, current instructional technology and adaptive equipment while meeting the Common Core Standards. Experience with co-teaching in core academic subjects and participating in a collaborative team approach.

This job reports to Principal

Essential Functions

- Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations, student's achievements, developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Advocates for student needs and ensures timely implementation of IEP components (e.g. Behavior Intervention and Health Care Plans, etc.) for the purpose of supporting students in an educational setting.
- Assesses student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
- Collaborates with parents, administrators, related services providers, and other professionals for the purpose of developing individual education plans (including Behavior Intervention Plans) designed to promote students' educational, physical, and social development.
- Commits to equity and eliminating systemic obstacles for students of color for the purpose of providing access to interventions and other opportunities.
- Communicates consistently with administration for the purpose of fulfilling professional responsibilities.
- Communicates with parents and outside providers for the purpose of receiving and sharing information.
- Completes Medicaid logging for the purpose of documenting personal care and transportation services provided.
- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Creates, writes, monitors, and facilitates Individual Education Plans (IEP's) for students on caseload for the purpose of ensuring individualized academic and social emotional needs of students are addressed.
- Demonstrates sensitivity to physical, medical, and learning styles of students with respect to their identified disabilities for the purpose of supporting students.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
- Develops plans for the purpose of effective communication, monitoring progress and collaborating with and supporting general education teachers of students in inclusive settings.
- Develops safety, evacuation and behavioral plans, and oversees their implementation, for students who need specific interventions for the purpose of maintaining a safe and appropriate learning environment.
- Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective special education program and addressing the needs of individual students.

- Establishes and posts a schedule of daily and weekly service times with students for the purpose of ensuring compliance with IEP minutes and communicating with appropriate stakeholders.
- Establishes reasonable expectations and keeps detailed records for oral and written work and explains grading procedure for the purpose of communicating and monitoring student progress to all appropriate stakeholders.
- Facilitates student learning for the purpose of achieving success in academic, interpersonal and daily living skills through a defined lesson plans.
- Instructs students in academic subjects using a variety of techniques (e.g. multisensory teaching, repetition to reinforce learning, etc.) for the purpose of meeting students' varying needs.
- Maintains desirable discipline standards in the classroom and assists, when needed, in other school areas with student disciplinary management for the purpose of maintaining a safe environment.
- Maintains positive professional relations with colleagues for the purpose of coming together as a team to support the needs of students.
- Manages and teaches socially appropriate behavior for the purpose of promoting self-regulation and safety.
- Models conversation, manners, clean up activities, listening skills, etc. for the purpose of demonstrating appropriate social and interpersonal behavior.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment.
- Oversees the scheduling of IEP meetings and the IEP process for students assigned to case load for the purpose of ensuring compliance.
- Participates in a variety of meetings (e.g. professional development, IEP, team, etc.) for the purpose of conveying and/or gathering information required to perform functions and to support student needs.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a variety of written materials (e.g. IEP progress reports, grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Prepares materials and plans daily instruction appropriate to each assigned class and provides clear objectives for all lessons, including the ability to communicate these objectives to students for the purpose of providing appropriate instruction, modifications, accommodations, supports and interventions.
- Promotes student respect for the rights of others in the classroom for the purpose of creating and maintaining a positive learning environment.
- Recognizes safety and health hazards for the purpose of eliminating them.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code and school policies.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Responds to inquires from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Sets high expectations for all students for the purpose of demonstrating a deep belief that all students can learn and succeed.
- Supervises and includes paraprofessionals for the purpose of supporting the academic, functional, and social emotional needs of students.

Other Functions

- Operates copier, computer, standard office equipment, routine desk supplies, classroom materials, playground equipment for the purpose of providing an effective education program.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records; applying curriculum and instructional techniques.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific Knowledge based competencies required to satisfactorily perform the functions of the job include: age appropriate activities/behaviors; assessment instruments and techniques; concepts of grammar and punctuation; methods of instruction and training; stages of child development.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is significant. Specific Ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the jobs functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling some climbing and balancing frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed in a generally hazard free environment. .

Experience: Job related experience is desired.

Education: Bachelors degree in job-related area.

Equivalency:

- Illinois Professional Educator License or Educator License with Stipulations required
- Learning Behavior Specialist I (LBSI) endorsement required
- Minimum of 2 years of experience working with students with emotional, behavioral and academic needs preferred
- Experience developing and implementing Individual Education Plans (IEP's) and Behavior Intervention Plans (BIP's)
- Knowledgeable about IDEA and the laws that govern working with students with disabilities.

Required Testing:

TB Test

Certificates and Licenses

Designated Subject Matter Endorsement
Professional Educators License

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance
Pre-Placement Medical Clearance
Tuberculosis Clearance

FLSA Status

Exempt

Approval Date

Salary Grade