

Title: Rise 3-5 Special Education Teacher

Reports to: Director of Special Services and Principal

Summary of Position

Provide students with special needs (particularly those with developmental delay and autism) learning activities and experiences designed to help them fulfill their potential for intellectual, academic, emotional, functional, and social growth. Develop or modify curricula and prepare lessons and other instructional materials to student ability levels. Work in self-contained, team, departmental, or itinerant capacity contingent upon students' needs.

Qualifications

- Hold a valid Illinois Professional Educator License with LBS I (PK-Age 21)
- ESL endorsement preferred
- Fluency in English

Essential Duties and Responsibilities

Planning and Preparation

- Demonstrates knowledge and skill in disabilities under IDEA
- Establishes goals for special education services appropriate to the setting and students served
- Demonstrates knowledge of the district, state, and federal regulations and guidelines
- Demonstrates knowledge of resources, both within and beyond the school and district
- Plans units, lessons, and activities to meet the needs of individual students within a variety of settings aligned with least Restrictive Environment and inclusive practices
- Prepares for and directly participating in the development and on-going review of each of their student's individualized education plans (IEPs)
- Utilizes and triangulates data to determine the level of special education services and supports and looks for ways to meaningfully integrate within the general education environment.
- Understands the principles of applied behavior analysis (ABA)
- Understands and utilizes CORE communication boards and AAC devices
- Collaborates with speech-language pathologist and social worker to co-facilitate lessons

Classroom/Therapeutic Environment

- Creates a classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students
- Establishes rapport with the students
- Organizes time effectively
- Implements a positive, proactive, behavior management level system to increase independence and behavioral regulation
- Develops and implements behavior intervention plans with integrity for the purpose of maintaining classroom management consistent with ensuring a safe learning environment for all students

- Manages student behavior and provides positive, proactive behavioral strategies to reinforce prosocial skills - this includes intervening in crisis situations
- Consult with classroom teachers regarding the management of student behavior in accordance with the student's IEP

Curriculum and Instruction

- Utilizes culturally sensitive evaluation procedures
- Assesses student growth and present levels of performance utilizing a variety of evidence-based measures
- Understands the differences in language development for students who are emerging bilinguals from those that have a language disability
- Performs all tasks and reports for IEP meetings within legal guidelines
- Communicates with families
- Collects information; writing reports
- Maintains thorough on-going records for each student
- Demonstrates flexibility and responsiveness
- Consistently plans, develops and implements daily classroom lessons using district curriculum based on student performance guidelines for Least Restrictive Environment
- Supports access to the general education curriculum through differentiation of instruction and assessments to meet the individual needs of students
- Uses data-driven decision making to monitor student performance and make instructional/behavioral decisions as appropriate for implementing effective interventions
- Develops individual student Individual Educational Plans (IEPs) and monitors student growth on goals, according to district guidelines and special education regulations
- Complies and maintains accurate student data/records on academic and behavior skills across environments
- Plans and effectively supervises the functions of Teacher Assistants assigned to deliver appropriate interventions and instruction to students
- Proficiently uses technology to communicate, enhance instruction, and collect/ analyze data

Professional Responsibilities and Personal Qualities

- Maintains effective communication with students, staff, parents, and administration for the purpose of collaboration, planning, and supporting student growth
- Effectively communicates the needs of individual students with various disabilities across educational environments
- Reflects on practice
- Maintains an effective data management system
- Participates in on-going professional development
- Shows professionalism, including integrity, advocacy, and maintaining confidentiality
- Demonstrates culturally respectful and responsible practices; makes referrals for specialized assessments and services as needed
- Develops data-collection methods to assist in measuring student progress in the areas of academics, functional, and behavioral supports
- Collaborates with evaluation team members and parents in the determination of initial and continuing eligibility for special education services for students using research-based assessments and practices
- Utilizes the District's electronic IEP database when preparing for and updating each of their student's individualized education plans (IEPs)
- Collaborates with parents, private therapists, and other agencies to gain and share information

- Accurately completes all paperwork associated with the position of Special Education Teacher
- Updates principal and Director of Special Services regularly about caseload and student concerns
- Resolves conflict through effective problem-solving to constructively address student, staff, and parent concerns

Performs all other duties as assigned.

Key Success Factors

- Ability to communicate and collaborate effectively orally and in writing professionally with all stakeholders.
- Ability to exercise sound judgment in making decisions regarding the safety and welfare of students.
- Appreciation of cultural diversity.
- Ability to effectively incorporate instructional technology within lessons and activities.
- Ability to report to work on a regular and punctual basis.
- Perform all other related work, delegated or required, to accomplish the objectives of the total school program.
- Meet, and maintain, professional education requirements of school, district, and state.

Physical Demands and Work Environment

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, sit, bend, write, type, speak, and listen. In addition, the employee may occasionally be required to bend, twist, reach and climb. Specific vision abilities required by this job include close, peripheral and distant vision. Ability to work in an office environment, including the following: sitting, standing, light lifting, filing, operating office machines and computers, communicating with staff and others.

The noise level in the work environment ranges from quiet/moderate to loud. The employee is frequently required to interact with the other staff.

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and School Board Policy and procedures. Essential and marginal job functions are subject to modification.

The information contained in this job description complies with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties may be assigned.

Terms of Employment

- **Work Year:** 182 working days
- **Leave:** 12 Sick Days, 2 Personal Days
- **FLSA Status:** Exempt
- **Retirement:** TRS
- **Benefits:** Eligible
- **Salary:** Commensurate with experience (\$53,989 - \$65,209)