



JOB DESCRIPTION

TITLE:	SPECIAL EDUCATION CLASSROOM TEACHER
REPORTS TO:	SITE ADMINISTRATOR AND/OR EXECUTIVE DIRECTOR OF INCLUSIVE EDUCATION
TERMS OF EMPLOYMENT:	MINIMUM 186 DAYS/YEAR
SALARY RANGE: LICENSED PERSONNEL SALARY SCHEDULE	\$50, 033 - \$90, 212
BENEFITS:	Nevada State Public Employees Retirement System (PERS) Employer paid Medical, Dental, Vision and Life Insurance No State Tax
FLSA STATUS	EXEMPT

SUMMARY OF POSITION

Under the direction of the site administration, Perform professional instructional work of moderate difficulty in guiding students toward gaining knowledge and skills in order to become productive citizens; teach academic, affective, behavioral, prevocational, and/or vocational subjects and skills to eligible students with handicaps in the school, community, and/or home setting, adapting teaching techniques and methods of instruction to meet individual student needs. Determine individual needs of disabled students and program accordingly. Create a class environment favorable to learning and personal growth; establish effective rapport with students; motivate students to develop skills, attitudes, and knowledge; establish positive relationships with parents and with other staff members.

RESPONSIBILITIES AND ESSENTIAL FUNCTIONS

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

- ★ Plan curriculum, prepare lessons, and arrange materials/equipment used by students based on the Individual Education Plan (IEP); meet all state and federal mandates for IEP development, maintenance and IDEA eligibility.
- ★ Instruct students in academic, affective, prevocational/vocational, and/or life skills based upon the IEP.
- ★ Deliver services to students by collaboration with regular and special education specialists through the school, community and home. Confer with other members of staff to facilitate students' learning the Least Restrictive Environment based upon the IEP. Maintain knowledge of the continuum of services and assist IEP teams in appropriate student placement.
- ★ Administer appropriate ability and achievement tests and interpret results.
- ★ Observe, evaluate, prepare and maintain records and reports on progress of students.

- ★ Support the continued improvement of special education programs through training and piloting various programs.
- ★ Chair the IEP meetings and oversee the development and implementation of the IEP.
- ★ Configure the appropriate continuum of services based upon student needs.
- ★ Meet and instruct assigned classes in the location and at the times designated.
- ★ Guide the learning process toward the achievement of established district curriculum goals, establish and communicate clear objectives to the students for all lessons, units, and projects.
- ★ Create a classroom environment that is conducive to learning and appropriate to the maturity, interest, and abilities of students; translate lesson plans into learning experiences to best utilize the available time for instruction; provide written evidence of preparation upon request of the supervisor.
- ★ Employ a variety of instructional techniques and media, consistent with the physical limitations of the location provided and the needs and capabilities of each student in order to determine student's instructional needs in meeting the district's competencies; assess accomplishments of students on a regular basis in order to provide progress reports as required; communicate with parents as deemed necessary.
- ★ Identify the difference in needs, abilities, and interests among students and provide appropriate instruction to meet those differences.
- ★ Collect, analyze, and report on data for select state and district reports.
- ★ Provide transition assessments, planning, and agency coordination for students and families of students for whom school sites require additional assistance due to specialized needs.
- ★ Administer group standardized tests and proficiency tests to students in accordance with district testing programs and IEP requirements.
- ★ Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations.
- ★ Take all necessary and reasonable precautions to protect students and to maintain equipment, materials, and facilities.
- ★ Develop and maintain a code of conduct for the classroom which is consistent with established administrative policies; develop rules of classroom behavior for which are enforced in a fair and just manner.
- ★ Make provisions for being available to students and parents for education-related purposes during the scheduled workday when required or requested to do so.
- ★ Plan for and participate in professional improvement activities; take advantage of courses, readings, in-service training, and conferences in his/her area of specialization and competency.
- ★ Establish and maintain two-way communication with parents, students, and other staff members in an honest, positive, and constructive manner.
- ★ Plan and supervise assignments for teacher aides, volunteers, and student teachers; make written evaluation as required.
- ★ Supervise students in out-of-classroom activities on campus during the assigned working day; participate in the sponsorship of student activities as appropriate to the grade level; attend established traditional school-sponsored activities agreed upon by the building administrator and the faculty.

- ★ Fulfill the requirements of punctuality, reliability, and responsibility with regard to school level and school district policies, procedures, and regulations.
- ★ Cooperate with other professional staff members in assessing and helping solve health, attitude, and learning problems of the students.
- ★ Attend building and district meetings to promote communication and mutual decision making among the staff.
- ★ Serve on district committees that develop curriculum and enhance instruction.

NON-ESSENTIAL FUNCTIONS

Perform other duties and associated responsibilities as the Administrator may assign.

Perform related duties as assigned.

WORK CONTACTS

Works in close cooperation with the Director of Inclusive Education, school administration, school psychologists, counselors, speech pathologists, and health services personnel, special education consultants, special education teachers and regular education teachers. Frequent contact with students, parents, and other school personnel.

REQUIRED KNOWLEDGE, SKILLS & ABILITIES

Considerable knowledge of the principles and practices for effective teaching techniques and strategies in area of specialization; of the principles and practices for effective student learning techniques; of lesson planning; of available instructional media; of modern techniques for classroom assessment; IDEA requirements; of effective interpersonal communication; and stages of child development.

SKILL TO

Skill 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: adhering to safety practices, operating equipment used in a classroom setting, including a computer; planning and managing projects; preparing and maintaining accurate records; and using pertinent software applications.

ABILITY TO

- ★ Configure appropriate placements, services and instruction based upon the IEP.
- ★ Plan curriculum, prepare lessons and arrange materials and equipment used by students based on the Individual Education Plan (IEP).
- ★ Instruct students in academic, affective, prevocational and vocational, and/or life skills based upon the Individual Education Plan (IEP). Develop lessons, units and projects consistent with State Academic Content Standards and District curriculum goals and objectives.
- ★ Meet and instruct assigned classes.
- ★ Work independently and handle multiple priorities.
- ★ Assess the accomplishments of students.
- ★ Develop fair and appropriate classroom management techniques.
- ★ Supervise assignments for aides, volunteers and student teachers.
- ★ Model good instructional, coaching and mentoring practices.
- ★ Communicate effectively, both orally and in writing.

- ★ Maintain accurate, complete and correct records as required by law.
- ★ Operate or learn to operate a microcomputer and related technologies and software.
- ★ Communicate enthusiasm, excitement and a strong feeling of commitment to the teaching profession.
- ★ Schedule activities, meetings, and/or events.
- ★ Gather, collate, and/or classify data.
- ★ Analyze data utilizing defined but different processes.
- ★ Work with a diversity of individuals and/or groups.
- ★ Exercise confidentiality, tact, diplomacy, and independent judgment in the performance of duties.
- ★ Follow established policies and procedures.
- ★ Remain open to others' ideas and contribute to building a positive team spirit.
- ★ Multi-task and successfully work with students, staff and public.
- ★ Solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- ★ Clearly, accurately, and appropriately communicate with students, teachers, parents and members of the community.
- ★ Meet deadlines and exercise good judgement while working in a dynamic environment.
- ★ Appropriately handle stress and interact with others.
- ★ Maintain regular attendance and punctuality.

SUPERVISION RECEIVED

Work is performed under the direction of the site principal and/or the Executive Director of Inclusive Education, who will at least annually evaluate the classroom teacher's performance. Work is evaluated through observations and results achieved.

SUPERVISION EXERCISED

Special education para-educators are assigned by the building administration.

CONDITIONS OF WORK

Work is performed under the following conditions:

- ★ Exposure to climate controlled office settings to outside weather with temperatures ranging from mild/moderate to extreme cold/heat. May involve exposure to noise levels ranging from moderate to very loud and occasional to frequent time periods. May involve work in crowded environments.
- ★ Hazards: Office/Classroom furniture, playground/office equipment, communicable diseases, chemicals (as related to specific assignment), and power/hand operated equipment and machinery (as related to specific assignment).

SAFETY SENSITIVE:

YES ☐ NO ☒

ACCEPTABLE EXPERIENCE AND TRAINING

Bachelor's Degree from an accredited college or university with major course work in education or a related field; or any equivalent combination of experience and training which provides the knowledge, skills and abilities to perform the work.

LICENSES/CERTIFICATES

Possession of a valid Nevada Teaching Certificate issued by the State of Nevada:

1. Valid Nevada Exceptional Pupil Education Endorsement in appropriate areas.
2. Valid Nevada Special Education Generalist Endorsement.

PHYSICAL AND MENTAL/INTELLECTUAL REQUIREMENTS

The physical and mental/intellectual requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Those requirements include:

- ★ Strength, dexterity, coordination, and vision to use keyboard and video display terminal for prolonged periods.
- ★ Strength and stamina to bend, stoop, sit, and stand for long periods of time. Dexterity and coordination to handle files and single pieces of paper; occasional lifting of files, stacks of paper or reports, references, student work, and other materials. Some reaching for items above and below waist and head level. Some reaching, bending, squatting, and stooping to access files, student work, and other items as necessary. The manual dexterity and cognitive ability to operate a personal computer and other educational technology (LCD projector, SmartBoard, iPads/Tablets, etc.) to enhance student learning. Involves hearing and speech to communicate in person or over the telephone. Sedentary to heavy exertion of force involving 50-80 pounds daily and repetitively.
- ★ In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Applicants and incumbents are encouraged to discuss potential accommodations with the employer.

EMPLOYEE PUNCTUALITY AND APPEARANCE

In order for DCSD schools to operate effectively, employees are expected to perform all assigned duties and work all scheduled hours during each designated workday, unless the employee has received approved leave. Any deviation from assigned hours must have prior approval from the employee's supervisor or building administrator. All employees are required to report to work dressed in a manner that reflects a positive image of DCSD and is appropriate for their position.

NOTICE OF NON-DISCRIMINATION/EQUAL OPPORTUNITY EMPLOYER

The Douglas County School District does not discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex (including pregnancy), gender identity or expression, genetic information, sexual orientation, disability, marital status, age, veterans or military status, or political affiliation in admission to or access to, treatment or employment, or participation in its programs and activities, and provides equal access to the Boy Scouts of America and other designated youth groups, pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990, the Individuals with Disabilities Education Improvement Act (IDEA), and the Boy Scouts of America Equal Access Act. The Douglas County School District is an equal opportunity employer and will not knowingly discriminate in any area of employment, which includes recruiting and hiring practices, working conditions, training, promotion, and terms and conditions of employment. Individuals with a disability who require reasonable accommodation(s) during any step of the screening process or who have questions about qualifications should notify a representative in Human Resources. Notification may be made in person, in writing, or by calling (775) 782-7177.

The Superintendent of Douglas County School District has designated the following position to handle inquiries regarding student and employee non-discrimination policies:

Executive Director of Human Resources

1638 Mono Avenue
Minden, Nevada 89423
Phone: (775) 782-7177

EMPLOYEE ACKNOWLEDGEMENT

I acknowledge that I have read the above job description and have received a copy for my records.

Signature of Employee: _____

Date: _____