

# EASTERN CARVER COUNTY SCHOOLS

## Position Description

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> Special Education Teacher- Dual Language	<b>Department:</b> Specialized Services
<b>Reports to:</b> Building Principal/Special Education Director/Supervisor	<b>FLSA Status:</b> Exempt
<b>Band/Grade/Subgrade:</b> C-5-2	<b>Bargaining/Work Unit:</b> CEA
<b>Position Last Updated:</b>	<b>Next Position Description Update:</b>

### SECTION II: JOB SUMMARY

Dual Language Special Education Teacher

### SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility No:</b>	1	<b>Statement of duty/responsibility:</b> Planning and preparation
<b>Percent of Time:</b>		

**Tasks involved in fulfilling above duty/responsibility:**

- Demonstrate knowledge of content and pedagogy
- Demonstrate knowledge of student
- Select instructional goals
- Demonstrate knowledge of resources
- Design coherent instruction
- Assess student learning

<b>Duty/Responsibility No:</b>	2	<b>Statement of duty/responsibility:</b> Instruction
<b>Percent of Time:</b>		

**Tasks involved in fulfilling above duty/responsibility:**

- Communicate clearly and accurately
- Use questioning and discussion techniques
- Engage students in learning
- Provide feedback to students
- Demonstrate flexibility and responsiveness

<b>Duty/Responsibility No:</b>	3	<b>Statement of duty/responsibility:</b> Classroom Environment
<b>Percent of Time:</b>		

**Tasks involved in fulfilling above duty/responsibility:**

- Create an environment of respect and rapport
- Establish a culture for learning
- Manage classroom procedures
- Manage student behavior
- Organize physical space
- Supervise students

<b>Duty/Responsibility No:</b>	4	<b>Statement of duty/responsibility:</b> Professional Responsibilities
<b>Percent of Time:</b>		

**Tasks involved in fulfilling above duty/responsibility:**

- Reflect on teaching
- Maintain accurate records
- Communicate with parents
- Contribute to the school and district
- Grow and develop professionally
- Show professionalism

## SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Searches continually for best practices
- Knows student age groups, approaches to learning, skills, interests, and cultural heritage
- Articulates how goals establish high expectations and relate to curriculum frameworks and standards
- Seeks other materials to enhance instruction
- Designs activities which are highly relevant to students and instructional goals
- Structures clear lessons/units and allows for different pathways according to student needs.
- Has assessment criteria and standards which are clear and consistent with instructional goals.
- Communicates clearly both orally and in writing
- Uses appropriate questioning technique
- Assures that all students are cognitively engaged in appropriate learning activities
- Assures feedback is consistently provided in a timely manner
- Makes appropriate adjustments to lessons to accommodate students questions or interests.
- Demonstrates genuine caring and respect for individual students
- Fosters a culture for learning in which students participate, are curious, and take pride in their work.
- Manages instructional groups, transitions, materials, and supervise volunteers and paraprofessionals
- Establishes appropriate behavioral expectations
- Responds to misbehavior appropriately and respects the students' dignity.
- Uses physical resources skillfully, and all learning is equally accessible to all students.
- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission and belief statements of District 112.
- Assesses lessons' effectiveness
- Maintains appropriate student records
- Communicates with parents about students' progress on a regular basis
- Volunteers to participate in school activities and events
- Demonstrates that support and cooperation characterize relationships with colleagues
- Seeks out opportunities for professional development and actively assists other educators
- Demonstrates service to students, advocacy for learners, and sound decision-making
- Proficient in Microsoft Office applications and internet
- Regular attendance
- Knowledge and ability to use email

## **SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS**

- Valid State of Minnesota License in Special Education, any disability area

## **SECTION VI: EXPERIENCE REQUIREMENTS**

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

## **SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS**

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.