

DISTRICT 112 – THE SCHOOLS OF EASTERN CARVER COUNTY

Position Description

SECTION I: GENERAL INFORMATION

Position Title: <i>Special Education Teacher</i>	Department / Building <i>Sp Ed/District Wide</i>
Reports to: <i>Building Principal; Special Ed Director/Supervisor</i>	FLSA Status: <i>Exempt</i>
Band/Grade/Subgrade: C-5-2	Bargaining/Work Unit: CEA
Position Last Updated:	Next Position Description Update:

SECTION II: JOB SUMMARY

Special Education Teacher/Extended School Year

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

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

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

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

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

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

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

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

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.