

Elkhart Community Schools
Position Description

Position Title:	Certified Special Education Classroom Employee
Qualifications:	Must have appropriate Indiana Certification; must meet North Central Accreditation Standards. Regular and timely attendance is an essential function of this position.
Department:	Building
Reports To:	Building Principal
Prepared By:	Cheryl Waggoner
Approved By:	W. Douglas Thorne
Date: Feb 21, 2017	

PERFORMANCE RESPONSIBILITIES:

I. Instructional Learning Environment:

- A. Hold and articulate high expectations for student learning, achievement and behavior.
 - Communicate to staff the impact of various disabilities on student academic, behavioral, and/or social development and how that affects individual expectations.
 - Utilize knowledge of the impact of various disabilities on student academic, behavioral and/or social development in planning instruction.
- B. Implement district and building level initiatives.
- C. Implement standards-based instruction.
- D. Make data driven instructional decisions.
 - Demonstrate an understanding of the concepts of free, appropriate, public education (FAPE) and least restrictive environment (LRE)
- E. Provide instruction that demonstrate use of research based most effective teaching strategies.
 - Select and utilize appropriate assistive technologies to address the strengths and needs of learners.
- F. Deliver instruction that matches learning needs of all students.
- G. Communicate instruction clearly and effectively.
- H. Provide accurate, specific, and timely feedback to students.
- I. Engage students in the process of data driven decision making.
 - Include students, when appropriate, and always after age 14, in the case conference process, including the development of the Individual Education Plan.
- J. Provide effective classroom management that includes teaching routines and procedures to maintain a safe and orderly learning environment.
- K. Create active learning environments and collaboratively design settings that foster an enriching, nurturing, and safe climate where diversity and academic risk taking are valued.
 - Collaborate with classroom teachers in modifying the learning environment to manage behaviors and implement behavior intervention plans.

II. Instructional Planning and Organization:

- A. Demonstrate knowledge of course content and process.
 - Facilitate and assist in adapting course content and activities to build upon the students' intellectual, physical, sensory, communication and emotional abilities.
- B. Design standards-based instruction, as evidenced by daily planning.
- C. Balance pacing to provide for proficiency at standard while meeting individual student needs.
- D. Adapt teaching materials, lessons, and instructional strategies to meet the needs of groups and individuals.
 - Identify support needed for inclusion in various settings and provides modifications to facilitate learning.
 - Provide accommodations to facilitate learning at levels appropriate to the intensity of need.
- E. Integrate technology as an instructional and learning tool.
 - Select and monitor the implementation and success of appropriate assistive technology.
- F. Plan for appropriate direction of paraprofessionals and volunteers.
 - Select, plan, monitor, and coordinate activities of paraprofessionals and all other support personnel involved in the implementation of students' IEP's.
- G. Effectively utilize community resources to enhance student learning.

- H. Provide substitutes with lesson plans, seating charts, time schedules, required materials, and specific instructions such as individual behavior intervention plans, individual learning strategies, medical and physical information when appropriate.
- I. Design and utilize formative and summative assessments.
 - Utilize data from Functional Behavior Assessments (FBA's) to develop Behavior Intervention Plans (BIP's)
- J. Display data publicly in a timely manner (e.g. formative and summative assessment data, cause and effect data, student performance data, attendance data, etc.)
- K. Participate actively in collaborative planning.
- L. Adhere to a daily schedule and when necessary communicate any changes to affected educators.

III. Professional Responsibilities:

- A. Comply with all rules and regulations in accordance to Board policy and with all reasonable written and/or oral directions issued by administrators.
- B. Adhere to the Elkhart Community Schools policy for maintaining confidentiality of student records.
- C. Assist in the implementation of district security initiatives to maintain a safe and secure environment.
 - Demonstrate transfer, lifting and positioning techniques.
- D. Administer all assessments, ethically, properly and accurately.
- E. Provide or assure implementation of legal and appropriate accommodations for all students with defined learning plans such as IEP's, ILP's or 504's etc.
 - Plan for transitions from one level/building to the next.
- F. Complete student records as required by district policy.
 - Maintain a file or record of communications, progress, and data related to special education students, student needs, and related special education paperwork.
- G. Meet deadlines for submitting reports and records.
- H. Exhibit a pattern of regular and timely attendance.
- I. Attend and constructively contribute to staff meetings, school and district committees.
- J. Develop and maintain effective collaborative professional relationships.
- K. Review student classroom and achievement data with all appropriate personnel who provide instructional and functional support.
 - Advocate for the rights afforded to individual students under the provision of IDEA 2004 and Article 7.
- L. Encourage respect for rights, opinions, property and contributions of others.
- M. Participate in professional growth activities pursuant to district expectations.
- N. Demonstrate yearly professional growth which enhances knowledge and skills relevant to teaching assignments.
- O. Respond to and initiate consultations with parents and staff in a timely manner and at appropriate times and places.
- P. Prepare for and participate in parent-teacher conferences and IEP conferences.
 - Include and encourage parent participation in the Case Conference process and in the creation of IEP's and Behavior Intervention Plans.
- Q. Carry out all assigned supervision duties.
- R. Accept a share of responsibility for school sponsored and/or extracurricular activities.
- S. Maintain a personal appearance in keeping with the nature of the assignment of the staff member.
- T. Report unsafe conditions, as well as deficiencies, malfunctions or breakage of equipment to the building administrator or designated person.
- U. Exercise prudence in protecting students, equipment, materials, and facilities from injury or abuse.

Leadership Responsibilities: Assist in coordinating special education programs and services throughout the school district.

Qualifications Desired: Successful teaching in special education for students requiring interventions. Success in an urban educational setting. Able to work with a culturally and linguistically diverse student population. Commitment to parent and community participation in school life. Knowledge of current research on the best practices in educating students with disabilities. Excellent communication skills.

Qualifications Required: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: Must have appropriate Indiana Certification; must meet North Central Accreditation Standards. Regular and timely attendance is an essential function of this position.

Language Skills: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, and percentages. Ability to apply concepts of basic algebra and geometry.

Reasoning Ability: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Other Skills and Abilities: Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

Physical Demands: 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, and talk or hear. The employee is occasionally required to reach with hands and arms and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision. The demands of extended workdays (coverage of building activities and extracurricular activities, etc.) require a high level of physical endurance. This job requires the ability to handle and balance multiple demands at the same time.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.