GRAND COUNTY SCHOOL DISTRICT

Moab, Utah • Certified Job Description

Job Description: Special Education Teacher – Complex Needs

POSITION CLASSIFICATION & REPORTING OVERVIEW			
Job Title:	Special Education Teacher – Complex Needs	**FLSA Status:**	Exempt
Department:	Special Education	**Salary Schedule:**	Per GCSD Certified Salary Schedule
Reports To:	Assigned Principal and Special Education Director		

SUMMARY

Provides students with learning, mental, or physical disabilities with individually tailored help, counsel, and learning experiences the student needs to make progress toward educational goals established with the student's limitations in mind. Evaluates student progress, monitors educational outcomes, and leads the development, implementation, and compliance of the Individualized Education Programs (IEPs) in accordance with district, state, and federal guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization’s discretion. Other duties may be assigned.

- Determines specific learning problems, skill deficiencies, or social adjustment difficulties of students and initiates remediation programs in these areas.
- Evaluates each student in terms of initial needs and progress toward remediation.
- Develops, reviews, and presents measurable IEP goals based on student evaluations. Administers diagnostic, baseline, and progress monitoring assessments to track performance.
- Prepares progress reports and year-end evaluations, administering pre-tests and post-tests as appropriate and necessary.
- Makes available a wide range of teaching materials and equipment, including reading material at many levels, instructional games, and resource materials.
- Counsels students in identifying and dealing with their academic and social problems.
- Provides opportunities for students to explore life and career goals.
- Provides students with tutoring for other classes.
- Establishes and maintains standards of individual student behavior.
- Works closely with other teachers to help the students maintain satisfactory class work, homework, and behavior.

- Helps parents to understand the specific problems of educationally handicapped students and the goals and operation of the program, apprising them of problems and progress.
- Participates in selection and evaluation of students for admission to the program of education for such students.
- Participates in case conferences about educationally disabled students.
- Performs basic attendance accounting and similar record keeping functions pertinent to the special education program.
- Keeps abreast of new developments in the field by reading journals and publications, attending professional society meetings and seminars, and discussing problems of mutual interest with others in the field.
- Evaluates special education needs to ensure that objectives for student education are met.
- Understands and interprets laws, rules, and regulations to students, parents, and paraprofessionals.
- Prepares reports for federal, state, and local regulatory agencies.
- Administers achievement tests to measure student level of performance.

SUPERVISORY RESPONSIBILITIES

Supervises assigned classroom education support professionals, instructional aides, or educational assistants in daily classroom activities and individual student support, under the direction of the School Principal and Special Education Director.

KNOWLEDGE, SKILLS, ABILITIES, AND QUALIFICATIONS

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.

- Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.
- Thorough knowledge of Individual Education Program (IEP), learning theory, differentiated instruction, data collection, best instructional practices, research-based reading instruction, multicultural education, assessments, Individuals with Disabilities Act (IDEA 2004), No Child Left Behind Act of 2001 (NCLB 2001), and state and federal policies and procedures related to special education.
- Ability to work well with students with disabilities, teachers, and parents of students with disabilities.
- Ability to appropriately adapt instructional programs and materials. Ability to collect instructional data for decision making process.

- Ability to read, write, and communicate effectively in English at a level required for successful job performance. 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 management, public groups, and/or the Grand County School Board.
- Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.
- Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to deal with nonverbal symbolism in its most difficult phases.

EDUCATION AND/OR EXPERIENCE

- Minimum Bachelor's degree from an accredited four-year college or university.

CERTIFICATES, LICENSES, AND REGISTRATIONS

A Special Education License Area of Concentration (K–12) for teaching students with disabilities is issued by the Utah State Board of Education with endorsements in the following areas:

(a) Mild/Moderate – permits the holder to teach students with disabilities who need instruction in Core Curriculum based academic, behavior, and life skill demands, regardless of setting (resource or self-contained), or category of disability.

(b) Severe – permits the holder to teach students with learning/behavior/adaptive deficits, who need instruction in functional academic, functional behavioral, and functional life skill demands, regardless of setting (resource or self-contained), or category of disability.

(c) Hearing Impaired – permits the holder to teach students who are deaf or hearing impaired.

(d) Visually Impaired – permits the holder to teach students who are blind or visually impaired.

Special Education teaching candidates shall have completed an approved program for teaching students with mild/moderate, severe, hearing, or visual handicaps. The License Area of Concentration will be endorsed for the area(s) in which the program is completed. Holders of Special Education License Area of Concentrations may also be issued endorsements in English as a Second Language, Bilingual, and Driver Education, but are restricted to providing services to special education students only.

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, use hands to handle or feel, talk or hear, and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance, and taste or smell. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 50 pounds, and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

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.

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Note: This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.

All employees are required to participate in the District evaluation process. It is the employee's responsibility to review and adhere to all district policies and procedures. This information may be reviewed at **www.grandschools.org**.