POSITION TITLE: Teacher, Special Education

The Teacher, Special Education provides students with specially designed instruction that is based on district curriculum and is aligned with the student’s individualized education program (IEP).

SPECIFIC CAMPUS BASED TEACHING POSITIONS:

- **Resource**: Teaches core academic subject areas such as English, Reading, and Math at the elementary level. Secondary resource teachers must be highly qualified in English, Math, Social Studies, or Science. In addition, these teachers will also provide Inclusion (Co-teach, Support Facilitation, Content Mastery) support; will plan and work collaboratively with general education teachers to provide accommodations to meet specific learning needs of students; provide strategies and interventions that address specific skill deficits; and provide students with disabilities opportunities to receive rigorous academic instruction with teachers who are experts in both content and pedagogy.

- **Skills for Learning and Living (SLL)**: Teaches students with cognitive disabilities in the least restrictive environment.

- **Structured Learning Center (SLC)**: Teaches students with autism in the least restrictive environment.

- **Behavior Support Center (BSC)**: Teaches students with significant emotional disabilities in the least restrictive environment.

- **Preparing Students for Independence (PSI)**: Teaches students with severe cognitive, communicative, sensory and/or physical disabilities in the least restrictive environment.

- **Preschoolers Achieving Learning Skills (PALS)**: Teaches preschool aged students who are identified as having a disability.

ILLUSTRATIVE DUTIES:

- Develops and implements the student’s IEP utilizing specially designed instruction that is aligned with the curriculum and required content strategies.

- Employs a variety of instructional techniques incorporating current technology tools applying the principles of Universal Design for Learning to facilitate individual student learning.

- Differentiates instruction for students with disabilities by employing a variety of instructional strategies.

- Develops data driven statements that accurately reflect each student’s present level of academic achievement and functional performance based on formal evaluation and classroom based assessment data.

- Leads and participates in IEP meetings for students assigned to designated caseload.

- Prepares and maintains IEP documents in a timely manner, including progress updates.

- Plans lessons that reflect accommodations and modifications for individual differences.

- Implements positive behavioral interventions and supports with discipline management procedures.

- Utilizes the district’s web-based management systems to plan, implement, and monitor services for individual students by collecting, analyzing, tracking, and using specific data.

- Engages students in work that develops thinking skills.
• Plans and supervises purposeful assignments for teacher assistants.
• Maintains and improves professional competence by participating in district staff development.
• Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations.
• Collaborates with general education staff to plan effectively for students with disabilities.
• Establishes and maintains open lines of communication with students, parents, and community members.
• Attends and participates in department meetings and committees.
• Assists students with personal care needs.
• Performs other job-related duties as assigned.

POSITION REQUIREMENTS:

Education:
• Minimum of a Bachelor’s degree from an accredited college or university.
• Texas Teacher Certificate appropriate for level and/or subject area of assignment.

Other Requirements:
• The No Child Left Behind Act of 2001 (NCLB) requires a special education teacher who 1) is the teacher of record, and 2) provides direct instruction to students in any of the core academic subject areas defined by NCLB to be highly qualified in the core academic subject area(s).
• Special education teachers who deliver direct instruction to students with disabilities in core academic subject areas must meet the appropriate state special education certification requirements for the grade level that they are teaching in addition to meeting the same standard for subject matter competency to meet highly qualified. These requirements apply whether a special education teacher provides direct core academic instruction in a regular classroom, in a resource room, or in another non-traditional setting.
• Ability to lift and carry up to 40 pounds, stoop, kneel, crouch, walk, twist, bend, climb, and be mobile.
• Ability to communicate effectively in both written and oral forms with all levels of management, both internal and external to the district.
• Ability to establish and maintain effective working relationships both internal and external to the district.
• Ability to adjust the eye to bring an object into focus; judge distance (close and distant); reach with arms extended and use hands to manipulate the keyboard.
• Ability to travel throughout the district and city by means of private or public transportation. If driving personal (or private) vehicle, must possess a valid driver’s license and appropriate insurance coverage.