

MANCHESTER PUBLIC SCHOOLS
JOB DESCRIPTION

TITLE: **Special Education Teacher**

CERTIFICATION
REQUIREMENT: Provisional/Professional Educator Certificate

REPORTS TO: Principal/Assistant Principal
 Special Education Supervisor
 Director of Pupil Personnel Services

RESPONSIBILITIES:

The special education teacher's responsibility is to effectively motivate, instruct and assess learners in order to raise each special education student to the highest level of achievement commensurate with the student's potential. To fulfill this responsibility, the special education teacher accomplishes the following:

I. SPECIAL EDUCATION TEACHERS HAVE KNOWLEDGE OF:

Special Education Students

- Special education teachers understand how students with disabilities learn and develop.
- Special education teachers understand how students with disabilities differ in their approaches to learning.
- Special education teachers become knowledgeable about major concepts, principles, theories and research related to the normal progression and variations in special education students' physical, emotional and cognitive development to construct learning opportunities that support students with disabilities' development, acquisition of knowledge, and motivation.
- Special education teachers are knowledgeable about disability categories and special education student characteristics.

Content

- Teachers are proficient in reading, writing and mathematics.
- Teachers understand the central concepts and skills, tools of inquiry, and structures of the discipline(s) they teach.

Pedagogy

- Teachers know how to design and deliver instruction.
- Teachers recognize the need to vary their instructional methods.
- Teachers recognize individual differences in approaches to learning and identifying how learners perceive, interact with, and respond to the learning environment.

II. SPECIAL EDUCATION TEACHERS APPLY THIS KNOWLEDGE BY:

Planning

- Special education teachers plan instruction based upon their knowledge of subject matter, students with disabilities, the curriculum, and the community.
- Special education teachers select and/or create learning tasks that make subject matter meaningful to students with disabilities.

Instructing

- Special education teachers establish high expectations for achievement and promote shared responsibility for learning.
- Special education teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to special education students and their successes.
- Special education teachers create instructional opportunities that support students With disabilities' academic, social, and personal development.
- Special education teachers use effective verbal, nonverbal, and media communications techniques that foster individual and collaborative inquiry.
- Special education teachers employ a variety of instructional strategies that enable students with disabilities to think critically, solve problems, and demonstrate skills.

Assessing and Adjusting

- Special education teachers use various assessment techniques to evaluate special education student learning and modify instruction as appropriate.
- Special education teachers share assessment criteria with special education students on a regular basis as well as guide special education students to use criteria for self-evaluation.
- Special education teachers collect data over time by analyzing special education student work and determining whether or not instructional strategies promote desired learning outcomes for students with disabilities.

III. SPECIAL EDUCATION TEACHERS DEMONSTRATE PROFESSIONAL RESPONSIBILITY THROUGH:

Professional and Ethical practice

- Special education teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulations).
- Special education teachers share responsibility for students with disabilities' achievement and well-being.
- Special education teachers work collaboratively with school administrators, colleagues, and families to encourage students with disabilities to take responsibility for their own learning.

- Special education teachers involve families of students with disabilities in the education of their children by keeping them informed about their special education students' learning and seeking input to support and meet children's needs.

Reflection and Continuous Learning

- Special education teachers continually engage in self-evaluation of the effects of their choices and actions on students with disabilities and the school community.
- Special education teachers work with administrators and colleagues to explore work and progress of students with disabilities, to examine the effectiveness of instructional strategies, to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed.
- Special education teachers seek opportunities to grow professionally.

Leadership and Collaboration

- Special education teachers serve as leaders in the school community through means such as:
 - a. working with colleagues to create a positive, collaborative school culture;
 - b. working with colleagues in addressing other identified needs of the school and student body.
 - Special education teachers demonstrate a commitment to their students and a passion for improving their profession.
 - Special education teachers supervise paraprofessionals.
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IV. ORGANIZATIONAL TASKS

- Keeps necessary records and makes needed reports for the benefit of students with disabilities.
- Fulfills case management responsibilities for students with disabilities.