

**Monticello Public Schools  
Position Description**

Position Title: Special Education Teacher	Date: April 2022
Department/Building: All Levels Monti and COOP	Position Classification: Exempt, EMM
Immediate Supervisor: Special Education Coordinator or Assistant Director of Special Education	Approval: Superintendent

**Job Summary:**

The special education teacher's primary responsibility is to provide specially designed instruction to students with identified disabilities in pre-kindergarten through age 21. Instruction and planning will assist all students in acquiring learning by responding to individual student assessment results and providing aligned learning to meet their needs. Teachers are responsible for thorough planning and preparation, adherence to all special education due process requirements, creating a positive, motivating classroom environment, providing high-quality daily instruction, maintaining accurate records, communicating with other staff and families, and growing professionally are all essential aspects of a teacher position. Professional responsibilities of the teacher are ongoing requirements of this position, such as; create a flexible, inviting classroom environment favorable to learning and social/emotional growth; to establish effective rapport with students; to motivate pupils to develop the skills, attitudes and knowledge needed to provide a solid foundation for education, in accordance with each pupil's ability; to establish positive relationships with students, parents/guardians and other staff members. Responsibilities include all aspects of due process and special education record keeping are essential for success in this position.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

**75% Classroom Instruction, Behavior Management and Student Support**

- Conducts evaluations of students referred for special education services. Interprets evaluation data and makes recommendations for service.
- Works collaboratively with classroom teachers and support staff to design and deliver a program of services that meets the needs of special education students.
- Works directly to instruct students individually and in small groups to achieve the goals and objectives as stated in the IEP.
- Demonstrates knowledge of students' social and emotional needs
- Teaches academic subjects using a variety of resources and techniques designed to meet a student's special learning needs.
- Plans and delivers coherent instruction in a manner that meets individual needs while complying with District adopted curriculum, essential learning standards, IEP goals, and student management principles.
- Monitors and adjusts teaching practices to have the greatest impact on student learning
- Collaborates with colleagues on assessment results and way to improve student learning

- Collaborates with PLCs (grade level and content area colleagues) to improve student achievement, implement standards, analyze assessment data and develop effective instructional strategies
- Collaborates with EL teachers to meet the needs of English Language learners
- Collaborates with specialists as needed to provide interdisciplinary experiences for students (art, music, PE, counselors, social workers, gifted and talented, media etc.)
- Creates a classroom environment of respect and rapport
- Establishes a culture of learning by supporting the mission, beliefs and strategic plan of the district.
- Manages classroom procedures effectively
- Manages student behavior effectively to create a rapport with students that is conducive to student learning and promotes self-esteem for all students.
- Uses positive reinforcement and appropriate interventions to work with students who may be reluctant to follow directions or remove themselves to a safe location.
- Manages the physical space effectively
- Engages all students in learning.
- Implements instruction which demonstrates cultural proficiency
- Use technology to engage students and families
- Other duties as assigned

#### **15% Communication, Record Keeping and Reporting**

- Serves as a contributing member of the pre-referral team.
- Participates in transition evaluation, planning and programming for students on their caseload when necessary (age 14 or grade 9 and higher).
- Serves as a case manager for students assigned to their case load, complying with due process expectations and timelines, while maintaining appropriate documentation for students' special education files.
- Meets with parents and staff to generate goals and objectives for Individualized Education Plans. Maintains regular communication with parents to monitor and report progress regarding the mainstream curriculum, goals and objectives, behavioral expectations, school activities and to make necessary modifications.
- Communicates often with parents, teachers, social workers, school psychologists and others identified as part of the students' team while strictly adhering to data privacy practices.
- Serves as the designee for the principal at student conferences and meetings when assigned.
- Coordinates the work of paraprofessionals under their direction.
- Communicates expectations for student behavior and learning clearly and accurately
- Aligns assessments of student learning with instruction and collects useful and appropriate data to monitor, report and evaluate student progress.
- Assesses student learning through a variety of criterion-based, formative and summative assessments.
- Provides timely, accurate and specific feedback
- Demonstrates flexibility and responsiveness to students, staff, supervisors and parents

- Communicates, collaborates, and cooperates with colleagues, supervisors and students.
- Shows professionalism in all encounters with staff, administration, students, families and community
- Provides for the care, welfare, safety and security of all students.
- Communicates with persons outside the organization
- Other duties as assigned

### **10% Professional Development**

- Reflects on teaching and learning in their classroom, making adjustments to improve learning for all students throughout your career
  - In the first year with the district all certified staff work with an instructional coach
  - Teachers new to the field or licensure area work with an instructional coach for up to three years.
- Contributes to leadership of the building
- Grows and develops professionally
- Stays up to date of research and serves as a resources to staff and parents on a wide array of special education related topics
- Participates in building and district professional development
- Participates in the district's performance review process
- Develops personal cultural proficiency
- Follow principal and directors directions
- Attends staff meeting
- Serves on building and district committees as requested

## **WORK REQUIREMENTS AND CHARACTERISTICS**

### **Education and Certification Requirements:**

- Bachelor Degree in Special Education or Related Field
- Hold or are eligible for MN Special Education teacher license in appropriate area of specialization

### **Experience:**

- Prefer experience working with special education students
- Require student teaching or similar experience with students of similar age
- CPI or Handle with Care training preferred

### **Machines, Tools, Equipment, Electronic Devices, and Software Required:**

- Operates office equipment as needed
- Advanced computer skills required
- Uses multiple applications for work processing, record keeping, online instruction and communication, student assessment, presentation etc.

### **Supervision of Others :**

- Oversight, work direction and training of paraprofessionals required in some instances
- Coordination and oversight of school volunteers required in some instances

### **Mental Requirements:**

- Involves handling multiple tasks at once, responding to numerous requests for information, dealing with interruptions, prioritizing tasks and setting priorities.
- Ability to deal with defensive and/or defiant individuals.
- Requires strong problem solving and conflict resolution skills
- Involves learning quickly and adapting to change
- Involves meeting student needs while exhibiting patience
- Must maintain mental and visual attention throughout the work day.
- Involves making and maintaining effective working relationships with a wide variety of constituents
- Ability to work in a team environment.

**Working Conditions:**

- Exposure to students and many adult staff.
- Exposure to physical injury from students from time to time
- Exposure to emotional outbursts from students from time to time

**Physical Requirements:**

Employee is required to:	Never	Occasionally 1-33%	Frequently 34-66%	Continuously 66-100%
Stand				X
Walk				X
Sit		X		
Use hands dexterously				X
Reach with hands and arms				X
Climb or balance		X		
Stoop/kneel/crouch/crawl				X
Use of eyes, vision				X
Talk or listen				X
Taste or smell			X	
Physically Lift or carry:				
Up to 10 pounds				X
Up to 25 pounds				X
Up to 50 pounds			X	
Up to 75 pounds	X			

Up to 100 pounds	X			
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