

<b>FNSBSD JOB DESCRIPTION</b>	
<i>Job Title:</i> Special Education Teacher – Deaf and Hard of Hearing (DHH)	
<i>Supervisor:</i> Building Principal or District Administrator	<i>Classification:</i> Certified (FEA)
<i>Days/Months:</i> minimum of 184 days	

### **Job Summary**

Plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. Through the Individualized Education Program (IEP) process, facilitates development in areas of need such as educational, social/emotional, communication, gross motor, fine motor, and adaptive.

### **Duties and Expectations**

#### Domain 1: Planning and Preparation

- Demonstrates knowledge of content and pedagogy
- Works with other teachers to suggest or provide instructional support and materials as necessary to meet the academic, behavior, social-emotional and adaptive needs of students on their caseload
- Designs differentiated, summative and formative student assessments related to instructional outcomes
- Establishes and maintains accurate and complete special education working files and permanent files in a confidential manner
- Reports progress on IEP goals at least quarterly
- Prepares weekly plans and schedule of services consistent with students' IEP
- Distributes IEP contents to other team members as case manager

#### Domain 2: Classroom Environment

- Creates an environment of respect and rapport conducive to learning
- Establishes and models positive student behavioral expectations
- Interacts with students in an encouraging and supportive manner
- Creates and models smooth functioning of all classroom routines
- Organizes physical space to promote safety and educational access for all students
- Promotes maximum growth of each student by identifying and providing for individual difference

#### Domain 3: Instruction

- Provides student with clearly stated individualized instructional objectives
- Clearly communicates expectations for learning, directions, and procedures with students and families
- Demonstrates flexibility and responsiveness to student learning needs and differences
- Scaffolds learning based upon IEP objectives and uses appropriate evaluation measures to assess progress
- Engages students in learning through questioning and discussion
- Provide tiered interventions as directed by administration

#### Domain 4: Professional Responsibilities

- Maintains record filing system and inventory of all DHH equipment and materials distributed to district staff, schools, families and students
- Trains staff on the use of DHH equipment each fall and routinely follows up with staff throughout the year regarding the effectiveness of the equipment

- Sets up and supports the use of sound systems in the classrooms
- Performs basic troubleshooting of DHH equipment and maintains service plans to include service maintenance agreements (SMA)
- Maintains accurate special education files/records and updates online grade book regularly
- Communicates frequently with students and families to engage them in the instructional program
- Serves as a team member/case manager for students' IEP and prepares appropriate and measurable goals and objectives
- Establishes and maintains rapport and liaison with classroom teachers, school administration, and parents
- Conducts formal evaluations of student achievement using district adopted standardized assessment tools
- Actively participates in a Professional Learning Community to support personal and professional growth
- Demonstrates professionalism through positive interactions and collegial support
- Uses positive behavioral support and techniques. Must be able to successfully complete district adopted crisis prevention and intervention program

### **Equipment Used**

Computer, printer, copy machine, SmartBoard, video projector, personal smart devices (ipad, iphone) and other equipment needed to develop and present an appropriate instructional program. Computer software including IEP management system, word processing, e-mail, Internet access software, Google docs, and software approved and adopted by the district and/or building such as student grade report programs. May require knowledge and/or use of equipment such as wheelchairs, standers or other PT/OT devices.

### **Independent Decisions**

Independent decision-making expected, verifying course of action with supervising building principal or district administrator as needed, based on IDEA, School Board Policy, district and/or building rules.

### **Primary Working Contacts**

Members of IEP team, certified and classified staff in the building, building and district administrators, parents, and students.

### **Supervision Received and Exercised**

Supervised by the building principal or district administrator; may provide oversight to one or more special education aides.

### **Unusual Working Conditions**

Requires travel between school locations. Requires being outside in extremely cold temperatures when on bus and recess duty. Itinerant special education teachers are required to travel between different work locations. May have exposure to extreme acting out behavior. May need to assist with student physical needs including feeding, toileting and personal hygiene.

### **Evaluation**

Written evaluation, annually or more frequently, in accordance with district policy, by the building administrator or other appropriate district administrator.

### **Physical and Mental Demands**

The physical demands of this position require frequent standing, walking, sitting, speaking, hearing and the ability to withstand extended periods of time (between 3-4 hours) without a

break. Specific visual abilities are also required. Regularly required to reach with hands and arms, occasionally lift items weighing up to 50lbs and to safely restrain out of control students who present a danger to self or others using district adopted intervention techniques. Must be able to understand vague and implicit instructions, be able to readily recall facts and details, handle conflict, and make effective decisions under pressure.

*The Fairbanks North Star Borough School District is committed to providing reasonable accommodations, according to the applicable state and federal laws, to all individuals with qualified physical or mental disabilities.*

### **Job Qualifications**

The following are required:

1. Must possess (or be eligible for) a State of Alaska Teaching Certificate with an endorsement Special Education.
2. Bachelor's degree or higher in deaf education.
3. Must be proficient in sign language
4. Working Knowledge of state and federal Special Education Laws.
5. Must be able to travel to various schools and offices within the Fairbanks North Star Borough. While driving on district business, must hold a valid driver's license, current vehicle insurance and registration.

### **Additional Job Information**

Fairbanks North Star Borough School District employees must possess the ability to read and write in English. This includes the ability to communicate in English with school staff, coworkers, and the public. Employees must also have the ability to comprehend and carry out oral and written directions and understand and follow English instructions and written documents.

**The Fairbanks North Star Borough School District is an Equal Opportunity Employer.**