

**Rum River Special Education Cooperative**  
**Special Education Teacher**

**General Definition of Work**

**Qualification Requirements**

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable an individual with disabilities to perform the essential functions.*

**Essential Functions**

Provides direct instruction using a variety of techniques including individualized instruction, lectures, team teaching, hands-on-formats and many other instructional strategies. For some positions, instruction is provided in an alternative skill such as Braille or where specialized assistive technology and materials are utilized.

Implements and delivers instructional activities to actively engage students in meaningful learning experiences. Instructs and monitors students in the use of learning materials and resources for use in educational activities. Assign and grade class work, homework, tests and assignments.

Plans and prepares lessons for appropriate subject and grade/age level and ensures that student growth and achievement is continuous. Evaluates, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.

Provides a variety of learning materials and resources for use in educational activities. Uses available resources and school continuum to effectively plan, present, monitor and assess student learning.

Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis. Shares academic, behavioral, emotional information with parents and staff. Establishes and maintains positive relationships with students, parents and staff.

Manages classroom resources and may also direct the work and manage day-to-day activities of Academic Behavior Managers

Manages student behavior utilizing proactive, positive interventions and implements appropriate behavioral management plans and crisis intervention strategies. Ensures due process rights of students.

Maintains accurate and complete records of students' progress and development including implementing plans for special education groups. May develop and write annual IEP's, positive behavior support plans, progress reports and three-year reassessments and complies with due process requirements

Collects and analyzes data on IEP goals/objectives.

Assesses changing curricular needs, offers plans for improvement, and develops new curriculum within District guidelines. Keeps up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities.

Participates in department and school meetings, parent meetings.

Performs assigned responsibilities in a manner consistent with the District's established policies and procedures.

Performs other job-related duties as assigned.

### **Knowledge, Skills and Abilities**

Considerable knowledge of current best practices, laws, including due process and Individuals with Disabilities Education Improvement Act (IDEIA), and interventions regarding the education of special needs students. Considerable knowledge of specific disabilities and familiarity with common children's mental health disorders, as well as specific strategies/interventions to use in the classroom. Knowledge of educational philosophy, teaching methods and approaches, and currently researched best practices and strategies, Knowledge of child development. Knowledge of learning theory; students' learning styles and needs, both academic and affective. Skill in classroom and behavior management. Skill in working with students having a wide range of disabilities. Skill in organization, and in verbal and written communications. Skill in utilizing computer technology for educational purposes. Skill in interpersonal relationships, and the ability to work with students and staff in stressful situations. Skill in signing, cued speech, and auditory-verbal areas is required for some positions. Skill in transitional service planning and remedial instruction. Skill in interpersonal relations, especially regarding working as a member of a team. Skill in accommodations and adaptations for visual impairments, including reading and writing Braille, using low-vision devices, and utilizing assistive technology for vision impairments is required for some positions. Ability to develop and update curriculum, lesson plans and associated materials necessary to meet the unique needs of the special education students. Ability to develop relevant assessment tools, and integrate the results of the assessments into instructional units. Ability to teach a variety of students, with varying disabilities, a variety of classes. Ability to create a structured and efficient working environment for students. Ability to be flexible regarding meeting the changing needs of students, as well as the varying modifications to district and state mandates. Ability to work with individuals from diverse backgrounds.

### **Education and Experience**

Bachelor's degree from an accredited college or university. A current teaching license, with the appropriate certifications, issued by the Minnesota Department of Education. Licensure and certification must relate directly to the instructional assignment. Minimum of 5 years of experience working with challenging behavior.

### **Physical Requirements**

Ability to work at a desk, conference table or in meetings of various configurations. Ability to stand and circulate for extended periods of time. Ability to see for purposes of reading laws and codes, rules and policies, and other printed matter and observing students. Ability to hear and understand speech at normal speech levels. Ability to communicate so others will be able to clearly understand normal conversation. Ability to lift up to 25 pounds. Ability to carry up to 25 pounds. Moderate to high stress levels. Work is predominantly in school environment. Daily contact with students, teachers, and school staff. Regular contact with parents, community members and outside agency personnel. Hazards: Incumbent may be exposed to contact with individuals displaying physically aggressive, self-abusive, or socially undesirable behavior. Work occasionally requires exposure to outdoor weather conditions and exposure to bloodborne pathogens and may require wearing of personal protective equipment. Locations are generally moderately noisy.