

General Statement:

A competent **Special Education Teacher** understands student growth and development, and demonstrates knowledge of student specific needs and core academic skills. The **Special Education Teacher** supports the independence of each student as a life-long learner, effectively assesses student needs and progress and plans instruction to achieve selected objectives. The **Special Education Teacher** accomplishes these objectives through effective communication with students, parents, and colleagues and through the use of appropriate techniques and materials. In addition, the **Special Education Teacher** meets professional responsibility for continuing growth and fosters cooperative involvement with parents and the community while participating in professional development to employ best practices.

The Special Education Teacher reports to the District Assistant Principals.

Major Responsibilities:

1) General:

- Demonstrates effective teaching as it relates to student specific needs, core academics and social emotional growth.
- Demonstrates knowledge of IDEA and implications for the education of students with disabilities.

2) Child Growth and Development:

- Demonstrates knowledge of human growth and development as it relates to the teaching-learning process and social emotional development.
- Helps students develop positive self-concepts.
- Facilitates the independence of the student as a learner.
- Effectively communicates with students.

3) Individualized Education Plans (IEPs):

- Develops and implements individualized education plans by identifying present levels of performance, developing specific, measurable, attainable, relevant and timely goals and objectives that are aligned with grade level standards and making appropriate service recommendations.
- Utilizes accommodations, modifications, supplementary aids and services to support student access to the general curriculum.
- Collaborates with parents, general education teachers and related service providers to ensure the effective development and implementation of IEPs.

4) Assessment and Progress Monitoring:

- Effectively conducts ongoing assessments and progress monitoring to assess student needs.
- Completes and interprets initial and triennial academic evaluations using a variety of assessment materials.
- Collaborates with multidisciplinary teams in the identification of students requiring special education services.
- Maintains pertinent data and analyzes that data as it relates to student IEPs and programming.
- Collaborates with paraeducators on data collection and the implementation of accommodations and modifications.

5) Differentiated Instruction:

- Designs and delivers differentiated instruction to achieve selected objectives.
- Effectively implements instructional plan, uses appropriate instructional techniques and utilizes diverse teaching strategies and assistive technology to meet the needs of students.
- Implement a variety of instructional practices (i.e., individual instruction, small group instruction, /co-teaching. etc).

6) Classroom Management:

- Implements behavior management strategies to address individual needs while maintaining a supportive and positive learning environment.
- Effectively organizes time, space, materials and equipment for instruction.
- Supervises paraeducators to ensure proper IEP implementation and support to students.

7) Communication and Collaboration:

- Collaborates with multidisciplinary teams (including general education teachers and related service providers) in instructional planning and delivery.
- Encourages and maintains the cooperative involvement and support of parents.

8) Professional Development:

- Participates in professional development to stay current with best practices, research and trends in special education.

Specialized Programs:

Teachers interested in applying to specialized programs such as CORE, STARR, TEAM, STEPS, Transition Services, etc. may submit their application directly to these postings for consideration. Placement in these programs is determined by district administration. Supervision of these programs and teachers may be provided by district administrators or vendors hired and supervised by SPS.

Job Description – Special Education Teacher

Knowledge and Skills:

- Commitment to creating schools that provide an education that cultivates productive habits of mind, body, and heart in every student.
- Knowledge of the content area, effective teaching methods, learning styles, assessment techniques, and classroom management strategies.
- Ability to develop and deliver lessons that align with curriculum goals and meet the diverse needs of learners; assess student learning and use data to inform instruction; and adapt teaching methods and materials to meet individual student needs.
- Knowledge of special education laws, accommodations, and strategies to support students with diverse learning needs.
- Ability to work collaboratively with colleagues, families, and community members to support student success.
- Ability to identify and address student learning challenges, classroom management issues, student behaviors, peer conflicts.
- Capacity to communicate effectively with students, colleagues, families, and community members.
- Excellent organizational skills.
- High standard of ethics, honesty and integrity.
- Working knowledge of and/or demonstrate the ability to learn and implement Operating Systems (i.e. Windows, Chrome); Productivity Software (i.e. Microsoft Office Suite - Word, Excel, PowerPoint; Google Workspace - Docs, Sheets, Slides, Gmail; Adobe Acrobat); Communication and Collaboration tools (i.e. Google Meet, Zoom, Microsoft Teams); Accounting Software (i.e. Oracle, QuickBooks); Student Information Systems (i.e. Naviance, Power School, CT-SEDS); or any other technology deemed relevant for this position.

Qualifications:

- CT CSDE Educator Certification endorsed for Special Education for the appropriate grade levels:
 - Integrated Early Childhood/Special Ed., Birth–Kindergarten (112)
 - Integrated Early Childhood/Elementary Education N-3 and Special Education N-K (113)
 - Comprehensive Special Education, PK–12 (065)
 - Comprehensive Special Education, PreK–12 (165)
 - Comprehensive Special Education, 1–12 (265)
- Record of demonstrated superior performance as a special education teacher
- Such alternatives to the above qualifications as the Superintendent and/or Stamford Board of Education may find appropriate.

July 2025

Employee Signature

Date

Employee Name (Please Print)