

## **SPECIAL EDUCATION TEACHER**

Special Education teachers provide services for eligible students with a focus on their specific learning style and needs, including academics, self-management, and more. Successful partnership and collaboration with classroom and content area teachers is key to the success of ALL students with disabilities.

### **Essential Responsibilities and Duties**

Special education teachers are responsible for supporting effective teaching and learning for students with disabilities in alignment with Individualized Education Program (IEP) goals. This description outlines key responsibilities, additional duties may be assigned.

#### Student Learning and Growth

- Develop, implement, and monitor legally compliant IEPs in accordance with federal and state law and district policies and procedures.
- Serve as IEP case manager, ensuring required timelines, documentation, service delivery, progress reporting, and family procedural safeguards.
- Maintain accurate and timely records of specially designed instruction, accommodations, modifications, and student progress.
- Collaborate with general education staff to ensure IEP services are implemented with fidelity.
- Participate in compliance reviews, state complaints, and due process proceedings as required.
- Design and deliver differentiated, evidence-based instruction aligned to student needs and IEP goals.
- Create learning environments that support engagement, independence, and positive social interactions.
- Collect and analyze student data to monitor progress and adjust instruction accordingly.
- Emphasize inclusive, classroom-based service delivery models when appropriate.

#### Safe and Positive Learning Environment

- Establish clear expectations and foster a respectful, caring, and purposeful learning environment.
- Implement proactive supports for students exhibiting stress responses or behavioral challenges.
- Partner with families to promote student identity, belonging, and school engagement.
- Provides assistance with daily living skills and personal hygiene care as needed.

#### Consultation and Collaboration

- Collaborates with paraeducators assigned to support and deliver services to students within the classroom.
- Consults and collaborates with other educators at IEP meetings, system intervention meetings, and school attendance conferences to support students.
- Provides support to classroom teachers through co-planning, development of instructional materials, and collaborative assessment of student work.
- Supports building-level professional development for colleagues working with students with disabilities.
- Serves as an engaged member of school-based system intervention meetings to identify and scaffold support for students.

## Minimum Qualifications and Skills

- Successful experience or demonstrated commitment toward working with culturally and racially diverse students, families and communities.
- Successful completion of a teacher certification program at an accredited college or university and valid Washington state certification with endorsement in Special Education.
- Knowledge of strength-focused instructional strategies for students that promotes autonomy, cooperation and student voice.
- Exceptional interpersonal skills and ability to collaborate with others.
- Experience or skill in leading, scheduling and supporting para-educators assigned to the classroom.
- Experience implementing IEP services and progress monitoring student goals.
- Strong relationship building skills to work with other educators and partners to provide services.
- Ability to maintain confidentiality, work effectively under pressure, and remain flexible.
- Experience or skill in creating a caring classroom environment that is orderly, purposeful and facilitates student learning.
- Experience or skill in planning, preparing and delivering differentiated instruction that facilitates active learning.
- Experience supporting adult learners about best instructional strategies for students with disabilities, including recognition of how anxiety may play a role in a student's progress.
- Demonstrated skill or experience supporting and contributing to the success of students with disabilities, including supporting students who exhibit unsafe stress responses.
- Understanding of how injustice or racial inequity may impact students and families experience with school and special education.
- Ability to maintain regular, in-person physical presence at the assigned work location during scheduled work hours.
- Ability to meet and maintain punctuality and attendance expectations.

## Desired Qualifications and Skills:

- Training or experience with Right Response or desire to be trained.
- Experience and training in identifying and responding to anxiety in children.
- Training or experience in pro-neurodiversity-focused approaches or a desire to be trained.
- Experience working with military-connected students and families.
- Bilingual skills.

## Physical and Environmental Requirements:

*The district is committed to providing reasonable accommodations to employees with disabilities to access the physical and environmental requirements of this position.*

This position typically requires: stooping, kneeling, crouching, reaching, standing, walking, pushing, pulling, lifting, finger dexterity, grasping, talking, hearing, seeing, and repetitive motions. This position may be exposed to prolonged exposure to visual display terminals as required. Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The noise level in the work environment is usually moderate but can be loud on occasion.