



TOPPENISH SCHOOL DISTRICT JOB DESCRIPTION

TITLE: Special Education Teacher

TITLE OF IMMEDIATE SUPERVISOR: Building Administrator

HOURS PER DAY: 7 or as assigned

WORK DAYS: 180 or as assigned

BARGAINING UNIT: TEA

DEFINITION: Ability to collaborate with other educators to design and implement appropriate educational programs for students with disabilities who have varying levels of need for direct and related services. Ability to effectively communicate with colleagues, students, and families. Training in Direct Instruction, task analysis, behavioral analysis, functional assessment, academic assessment, vocational assessment and transition services or the willingness to learn and utilize such strategies and techniques. Desire for continuing professional growth.

DISTINGUISHING CHARACTERISTICS: The Special Education Teacher is expected to design and implement a program of regular and/or specialized classroom instruction based on the adopted scope and sequence, student learning objectives, and instructional materials provided by the district.

TYPICAL WORK:

1. Provide an appropriate educational program centering on high expectations for student achievement. Design and implement IEP's. IEP's will reflect individual student needs in all domains identified as being areas of concern.
2. Uses a variety of research based instructional practices to meet the needs of all students. Uses direct Instruction techniques in the teaching of reading, mathematics, and language arts; task analysis; effective behavior changes, strategies and other methods of best practices in the implementation of IEP goals/objectives.
3. Recognizes individual student needs and develops strategies to address those needs. Measure, monitor and document student progress in all domains specified on IEP's. Conducts valid assessments which reflect performance levels of students for use in the assessment process and the development of IEP's.
4. Provides a clear and intentional focus on subject matter, content, and curriculum.
5. Fosters and manages a safe, positive learning environment.

6. Manage and support appropriate behavior expectation for students.
7. Uses multiple student data elements to modify instruction and improve student learning.
8. Manage special education procedures and paperwork for each student.
9. Communicates and collaborates with families and the school community.
10. Works collaboratively to improve instructional practice and student learning. Participates in multidisciplinary team (MDT) meetings. Participates in transition activities/meetings as appropriate.
11. Teaches within the course of study for his/her subject area or at his/her grade level as prescribed in State Law, adopted by the school district or specified by individual program requirements.
12. Participates in the development and revision of course outlines for the classes taught. This shall include goals and performance of objectives for student, course content and learning activities, evaluative procedures and instructional materials.
13. Performs administrative tasks as required.
14. Observes the designated working hours.
15. Attends scheduled staff meetings, student conferences and other school and district functions as required.
16. Will notify the Building Administrator in advance if unable to attend work.
17. Assumes the responsibility for written lesson plans for substitutes.
18. Plans, coordinates and supervises the work of paraprofessionals and student teachers (when applicable).
19. Experience or training working with a range of disabilities (mild, moderate, severe).
20. Uphold TSD Board Policies, follow administrative procedures, adhere to the Code of Professional Conduct, and enforce school rules.
21. Other duties as assigned.

MINIMUM QUALIFICATIONS:

- Valid Washington State Teaching Certificate with a Special Education Endorsement.
- Self-contained special education classroom experience required.
- Ability to collaborate with other educators to design and implement appropriate educational programs.
- Training in specially designed instruction, data collection, and structured behavior programs, and/or the willingness to learn and utilize such techniques.
- Possess skills necessary to build rapport with students and families from diverse cultural, social and economic backgrounds.
- Possess a high level of effective student behavioral management skills.
- Ability to write IEP's.
- Possess previous Special Education teaching experience or have a strong desire to teach Special Education.
- Experience working with children with behavior issues preferred.
- Pass a background/fingerprint clearance as required for all school district employees
- Bilingual in English/Spanish preferred.
- **Mobility:** Ability to move about the classroom, school building, and campus to monitor and support students in various settings.
- **Lifting & Carrying:** Ability to lift, move, and assist students or instructional materials weighing up to **40 pounds**, occasionally with assistance.
- **Standing & Sitting:** Ability to sit, stand, and engage in active instruction for extended periods throughout the workday.
- **Vision & Hearing:** Adequate vision and hearing to effectively supervise students, monitor learning, and ensure safety.
- **Physical Assistance:** Ability to support students with physical, behavioral, or medical needs, which may include repositioning, guiding, or providing physical prompts.
- **Emergency Response:** Physical ability to respond quickly to student crises, including providing assistance in medical or behavioral emergencies.