SCHOOL DISTRICT U-46

JOB DESCRIPTION
SELF-CONTAINED EMOTIONAL DEVELOPMENTAL
SECONDARY TEACHER

JOB DESCRIPTION REVISION DATE: April 25, 2012

DEPARTMENT / SCHOOL: Special Education

REPORTS TO: Building Principal

SUPERVISES: N/A

POSITION GOAL:
To provide individualized instruction as mandated by individual student IEPs.

ESSENTIAL FUNCTIONS:
1. Plans a program of study that follows district guidelines and, as much as possible, meets the individual needs, interests and abilities of students.
2. Implements researched-based teaching strategies that engage all students; acknowledging a range of abilities of students and cultural backgrounds.
3. Creates an environment conducive to learning and motivates students through effective communication and evaluative feedback.
4. Displays a thorough knowledge of curriculum and subject matter.
5. Plans for and guides the learning process toward the mastery of curriculum goals, and establishes clear objectives for all lessons, units, and projects that are clearly communicated to students.
6. Implements school improvement plans and strategies.
7. Collaborates with colleagues, students, and/or parents on a regular basis, and as requested by the administration.
8. As appropriate, implements assessments of student progress and communicates progress to students and parents.
9. Sets high expectations for student achievement and behavior and motivates students to work to their highest potential.
10. Assists in the referral and diagnosis of students with learning difficulties, seeking assistance from other school personnel as required.
11. Work cooperatively with building principal and/or director in assessing his/her teaching strengths and weaknesses, and planning and implementing a program to improve his/her teaching competencies.
12. Participate on curriculum, personnel, policy or professional development committees related to the educational program.
13. Maintains accurate, complete, and correct records as required by law and district policy.
14. Assists administration in implementing student discipline policies and maintains order in area(s) assigned and/or supervised in a fair and just manner.
15. Applicant should be able to maintain accurate (written and verbal) communication of assessment records and student progress towards expectations related to behavior/emotional target behaviors and academics within the Emotional Developmental program.
16. Applicant should be able to effectively manage instructional time, space and other resources – Is able to develop and maintain a daily structure of routines that lends support to the student and promotes academic and social development.
17. Applicant will be responsible for the following duties related to maintaining an accurate IEP:
   • Update student progress quarterly in each student IEP on their case load and share this information with parents.
   • At the age of 14 a case manager will take steps with the student to complete a transition plan which is to be shared with the parent.
   • Create data driven goals and objectives based on student needs, grade level, and Common Core Standards for all students on caseload.
   • Monitor caseload IEP’s to make sure annual reviews and three year re-evaluation dates are meet and kept in compliance.
18. Performs other duties as assigned by the principal, or other administrative staff.

KNOWLEDGE AND CRITICAL SKILLS:
1. Applicant should be familiar with how to complete, implement, and progress monitor through the development of a Functional Analysis and Behavior Plan to meet individual behavior management needs in the educational environment.
2. Applicant should have knowledge of behavioral interventions that are scientifically researched to have proven positive results (within the school or classroom).
3. Applicant possesses and develops familiarity of grade level curriculum (Common Core Standards) and delivery is through student’s most efficient learning modality. Instruction and routines will approximate routines and strategies used in the general education classroom setting the student up for successful transitioning.

EXPERIENCE AND EDUCATION:
1. Bachelor’s degree in related subject from accredited university.
2. Illinois teaching certificate with LBSI endorsement.
3. Teaching experience in a Self-Contained ED/BD setting is preferred but not necessary for hiring.

ENVIRONMENTAL CONDITIONS:
1. Must work in noisy and crowded environments.
2. Indoors or outdoors in a busy school environment.
3. Frequently work at a fast pace with unscheduled interruptions and adapt quickly to changing circumstances.
4. May be required to leave main work site to attend meetings or support students on fieldtrips.
5. Public contact requiring appropriate business-like apparel.

PHYSICAL DEMANDS:
1. Requires prolonged sitting, standing, or frequent movement.
2. Occasionally requires physical exertion to manually move, lift carry, pull, or push heavy objects or materials.
3. Occasional stooping, bending, and reaching.

ADA:
The employer will make reasonable accommodations in compliance with the Americans with Disabilities Act of 1990.

This job description will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal job functions are subject to modification.
TERMS OF EMPLOYMENT:
Nine month position (189 work days)

EVALUATION:
Performance of the position will be evaluated with provisions set by the Board of Education as per contract.

Employee Signature: ______________________ Date: __________

Supervisor Signature: ______________________ Date: __________