

POSITION DESCRIPTION

Independent School District No. 284
Wayzata, Minnesota 55391

This Position Description was developed in November 2018

- I. Title Position: Special Education Teacher
 Unit: Wayzata Education Association

II. Position Overview:

The successful candidate will be committed to:

- A. Excellent instruction and case management skills to students with special needs. This includes providing direct differentiated instruction to students, providing consultation to school staff and parents, working collaboratively with school staff in the general and special education environments, and managing all aspects of due process timelines, procedures and mandates.
- B. A classroom and school environment that is multicultural/gender and ability fair/developmentally appropriate, is favorable to learning and growth and is based on a commitment that all children can learn.
- C. Behavioral and academic interventions appropriate for students and must be proficient in aspects of instruction, including: student and classroom management, assessment, instructional delivery, intervention, self-regulation, multi-sensory communication, progress monitoring.
- D. Services to students with different types of disabilities, who are in need of behavioral, mental health, social skill, and academic interventions; and continuous improvement and professional learning.

The successful candidate firmly believes:

- A. All students can and will learn, and that their learning can be directly influenced by focusing on factors over which we have control.
- B. In the need to work interdependently with teachers, school, and district leaders throughout the system; aligning the work of adults around improving student learning by meeting the needs, interests, and aspirations of students.
- C. In the need to work in partnership with staff to continuously improve practices to enhance student and family engagement, creating the conditions for equity, excellence and student success.
- D. In personalizing learning for students, meeting academic, social, and emotional needs and aspirations, so that each student feels valued and has a sense of belonging, leading to academic success.

III. Essential Functions:

Essential functions, as defined under the Americans with Disabilities Act, may include any of the following representative duties, knowledge, and skills. This list is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all functions and duties to be performed. Factors such as regular attendance at the job are not routinely listed in job descriptions, but are an essential function. Essential duties and responsibilities **may** include, but are not limited to, the following.

- A. Creates lessons and learning environments that are safe, respectful, and engaging, as well as multicultural/gender and ability fair/developmentally appropriate.
- B. Selects, adapts and individualizes materials appropriate for diverse student populations and skills.
- C. Collaborates and communicates regularly with school staff and students' families in making educational decisions; uses family and community resources to support learning.
- D. Regularly assesses student needs and learning, using multiple forms of assessment.
- E. Responsible for case management and maintaining appropriate due process files.
- F. Work effectively as a member of a high performing team.
- G. Participates in ongoing and regular staff, team and individual professional development and pursues continuous improvement of one's professional practice.
- H. Always keeps the students' needs and rights first and foremost in any educational decision-making
- I. Understands self-regulation and sensory processing.
- J. Uses visual strategies and implements sensory routines with regularity.
- K. Uses social thinking skills strategies.
- L. Writes Behavior Support Plans and creates daily behavior systems.
- M. Develops, adapts and implements curriculum and lesson plans; aligns curriculum with academic standards.

- N. Provides for the management of student behaviors, including the understanding of verbal/non-verbal de-escalation procedures and the limits and proper uses of Restricted Procedures (RP's). Assists with the development of Positive Behavior Support Plans (PBSP's) and Behavior Intervention Procedures (BIP's which would include the rationale for the use of Restrictive Procedures).
- O. Works with Individualized Educational Plan (IEP) teams in the development of Individualized Education Plans (IEP). Provides for IEP management and reevaluation. Provides for assistance with goal writing in accordance with regulations and procedures. Sets up and participates in IEP conferences. Provides for the case management of IEPs. For some positions, interprets audiological or ophthalmological reports, and identifies functional implications.
- P. Provides timely communication to all general education teachers the necessary accommodations and modifications in the general education class specified on the student's IEP.
- Q. Develops or utilizes assessment tools and regularly collects and analyzes data for progress reports. Provides for three-year assessments. Provides assessment for appropriate placement in academic areas.
- R. Develops data collection and data management systems. Enters data into proprietary and other computer databases. Analyzes data, identifies student needs, and recommends quarterly classes based upon individual student needs.
- S. Develops positive and trusting relationships with students. Counsels students, and reviews transition activities with students. Provides job coaching for students regarding their community job placement activities.
- T. Communicates and provides consultation with parents, group homes, program facilitators, other program staff, resident districts, and outside agencies regarding students, their interventions, medications, and programmatic needs.
- U. Provides for the safety of students including extreme weather, transportation, and unknown personnel. Supervises students in building and as needed on school grounds in areas other than the classroom, such as playgrounds, and as students board and disembark from school buses.
- V. Ensures that teams are utilizing concepts of least restrictive environment and best practices with students.
- W. For some positions, monitors and assists with student's physical needs, such as toileting, changing clothing, and physical hygiene. Monitors students' eating, feeding, and in some instances, meal preparation, and cleaning up.
- X. On occasion, deals with student transportation issues such as transporting students in school vehicles, and serving as a contact regarding student problems on the school bus.
- Y. Attends various meetings, such as staff, building, parent, committee, open house and coordinator meetings.
- Z. Participates in various staff development activities. For some positions, provides in-service training to other staff.
- AA. Requisitions supplies and materials related to curriculum and instruction.

IV. Supervisory Responsibilities:

May give work direction to paraprofessionals.

V. Education and/or Experience:

BA or BS Degree required.

VI. Certificates, Licenses and Registrations:

Valid Minnesota Teaching License. Licensure and Certification must relate directly to the instructional assignment.

VII. Knowledge, Skills and Abilities:

- A. 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.
- B. 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.
- C. Knowledge of educational philosophy, teaching methods and approaches, and currently researched best practices and strategies.
- D. Knowledge of child development.
- E. Knowledge of learning theory; students' learning styles and needs, both academic and affective.
- F. General knowledge of educational testing.
- G. Skill in classroom and behavior management.

- H. Skill in working with students having a wide range of disabilities.
- I. Skill in the five real-life transition areas is required for some positions.
- J. Skill in interpersonal relationships, and the ability to work with students and staff in stressful situation.
- K. Skill in signing, cued speech, and auditory-verbal areas is required for some positions.
- L. Skill in transitional service planning and remedial instruction.
- M. Skill in interpersonal relations, especially regarding working as a member of a team.
- N. 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.
- O. Ability to develop and update curriculum, lesson plans and associated materials necessary to meet the unique needs of the special education students.
- P. Ability to develop relevant assessment tools, and integrate the results of the assessments into instructional units.
- Q. Ability to teach a variety of students, with varying disabilities, a variety of classes, each quarter.
- R. Ability to create a structured and efficient working environment for students.
- S. Ability to be flexible regarding meeting the changing needs of students, as well as the varying modifications to district and county mandates.
- T. Ability to work with individuals from diverse backgrounds.

VIII. Physical Demands:
Perform multiple tasks. Lift at least 50 pound items.

IX. Work Environment:
Collaborative work in a fast-paced environment interacting with students, staff, administrators, parents and the community with multiple requests and concerns. Support and communicate with other administrators and staff. Respond in emergency situations.