

Teacher - Special Education

Dept/Div: *Student Support Services*

FLSA Status: *Exempt*

General Definition of Work

Performs difficult professional work providing a broad range of teaching and direct instructional services or specific learning programs, assisting students to develop skills, attitudes and knowledge needed as a foundation for future learning in accordance with each student's ability, using a variety of teaching and learning methods at various levels to a targeted audience, and related work as apparent or assigned. Work is performed under the limited supervision of the Building Principal. Continuous oversight is exercised over Paraprofessional - Special Services.

Qualification Requirements

To perform this job successfully, an individual must be able to perform each essential function listed below satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. This is not an exhaustive list of any or all functions a position could perform. Reasonable accommodations may be made to enable an individual with disabilities to perform the essential functions.

Essential Functions

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Delivers classroom and individualized instruction according to curriculum and/or plan guidelines by implementing instructional activities that contribute to a climate where students are actively engaged in a meaningful learning experience and adhere to the District philosophy and vision.

Ability to develop evaluation plans and use assessment tools to determine student eligibility for specialized education.

Prepares instruction and lesson plans related to individualized goals and objectives on IEPs.

Maintains effective and efficient student records procedures concerning attendance, testing, behaviors, progress, and related academic information.

Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles and special needs; makes referrals as appropriate.

Provides a positive environment in which students are encouraged to be actively engaged in the learning process.

Assists in assessing changing curricular needs and offers plans for improvement.

Communicates effectively, both orally and in writing, with students, parents and other professionals on a regular basis on matters concerning student behavior, abilities, school programs, and academic programs; effective written communication skills related to writing Individual Education Plans and Educational Evaluations.

Monitors students behaviors in and outside of the classroom and intervenes or refers student to appropriate personnel.

Attends staff meetings to assist in curriculum development, developing individualized action plans, discuss student progress, and develop related programs.

Assists in supervising school day and extra-curricular student activities and events.

Collaborates with peers to enhance the instructional environment.

Models professional and ethical standards when dealing with students (including student data), parents, peers, administration and community.

Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.

Assists and organizes the work of paraprofessionals working in program areas.

Establishes and maintains cooperative working relationships with students, parents, administration and community.

Assists with personal care of students on caseload when needed.

Assumes responsibility for meeting his/her course, grade and school-wide student performance goals.

Demonstrates gains in student performance.

Attends workshops, seminars and conferences as well as staff, department, curricular development and committee meetings and staff development sessions as required.

Meets professional obligations through efficient work habits such as: meeting deadlines including mandated due process timelines, honoring schedules, coordinating..

Use relevant technology to support instruction; proficiency on use of software related to due process.

Comprehensive understanding of federal and state special education statutes and rules.

Ability to organize and run team meetings related to due process mandates for students in special education.

Performs other duties of a similar nature or level.

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Knowledge, Skills and Abilities

Thorough knowledge content of specialty area; thorough knowledge of appropriate level of education principles, practices and procedures; thorough knowledge of the principles and methodology of effective teaching; thorough knowledge of prescribed school board policies and procedures; thorough skill in oral and written communication; thorough skill using personal computers and related software packages, hardware and peripheral equipment related to classroom instruction; thorough knowledge of maintaining various electronic and paper records; thorough knowledge of school district operations, regulations and procedures; ability to understanding developmental appropriateness of materials and behavior; ability to establish and maintain standards of behavior; ability to deliver and articulate oral presentations and written reports; ability to establish and maintain effective working relationships with other staff, students and parents.

Education and Experience

Bachelor's degree with coursework in in special education teaching, or related field, or equivalent combination of education and experience.

Physical Requirements

This work requires the occasional exertion of up to 50 pounds of force; work regularly requires standing and speaking or hearing, frequently requires walking, sitting, using hands to finger, handle or feel and reaching with hands and arms and occasionally requires climbing or balancing, stooping, kneeling, crouching or crawling, pushing or pulling, lifting and repetitive motions; work has standard vision requirements; vocal communication is required for expressing or exchanging ideas by means of the spoken word and conveying detailed or important instructions to others accurately, loudly or quickly; hearing is required to perceive information at normal spoken word levels and to receive detailed information through oral communications and/or to make fine distinctions in sound; work requires preparing and analyzing written or computer data, visual inspection involving small defects and/or small parts and observing general surroundings and activities; work occasionally requires exposure to bloodborne pathogens and may be required to wear specialized personal protective equipment; work is generally in a moderately noisy location (e.g. business office, light traffic).

Special Requirements

MN Teaching License in the area of Special Education or related services.
Student Plans Training

Last Revised: 1/11/2011