

SPECIAL EDUCATION TEACHER

QUALIFICATIONS -

Bachelor's Degree, valid West Virginia Professional Certification in the area of exceptionality and for grade levels assigned

SUPERVISOR -

Principal for General School Duties and the Special Education Administrator for Implementation of County and State Special Education Procedures for Program

SUPERVISES -

Aides, Assigned Volunteers, Student Teachers, Junior Observers and Future Teacher Aides

RESPONSIBILITIES -

The role of the teacher, in responding to the unique needs of the individual student, is to interact effectively with each component of the educational setting within the framework of the philosophy and objectives established by Board Policy, consistent with statutes and standards of regulatory agencies, and in accordance with administrative regulations and procedures, to create an educational environment which is conducive to learning and which provides opportunities, strengthens areas of weakness and extends positive values to each facet of life.

Each teacher is responsible for the implementation of the following:

- I. implementing programs of study;
- II. fostering a classroom climate conducive to learning;
- III. utilizing instructional management systems models which increase student learning;
- IV. monitoring student progress towards mastery of WV Content Standards and Objectives;
- V. communicating within the educational community; and
- VI. meeting professional responsibilities

Performance criteria are developed for each of these six responsibilities. The purpose is to clarify teacher responsibilities and help provide guidance to the employee in understanding job expectations.

SPECIAL EDUCATION TEACHER (Continued)

A. IMPLEMENTING PROGRAMS OF STUDY –

Definition: Provides curricula required by the State of West Virginia.

1. Bases instruction on adopted curricula for the school.
2. Demonstrates accurate and current knowledge in subject field.
3. Develops appropriate objectives for WV Content and Objectives
4. Employs appropriate instructional strategies.
5. Utilizes content scope and sequence in planning.
6. Conducts and utilizes appropriate progress monitoring and benchmark data to adjust instruction for students

B. FOSTERING A CLASSROOM CLIMATE CONDUCTIVE TO LEARNING –

Definition: Provides an atmosphere conducive to learning consistent with school/county/mission.

1. Follows established school discipline procedures which include the West Virginia Student Code of Conduct.
2. Establishes procedures and rules that enhance learning.
3. Encourages students' attendance.
4. Sets high positive expectations for student performance and utilizes positive behavior supports.
5. Encourages and acknowledges individual student accomplishments and appropriate behavior.
6. Treats students in a fair and equitable manner.
7. Accommodates individual learning differences.
8. Creates and maintains an environment that supports learning.

C. UTILIZING INSTRUCTIONAL MANAGEMENT SYSTEMS MODELS WHICH INCREASE STUDENT LEARNING –

SPECIAL EDUCATION TEACHER (Continued)

Definition: Organizes strategies for teaching to maximize the use of allocated instructional time to increase student learning.

1. Prepares and implements lesson plans.
2. Begins lesson or instructional activity with a review of previous material as appropriate.
3. Utilizes materials, supplies, and equipment ready at the start of the lesson or instructional activity.
4. Introduces the instructional activity and specifies instructional objectives.
5. Directs students to be on task quickly at the beginning of each instructional activity.
6. Presents reading, writing, speaking, and listening strategies using concepts and language which students understand.
7. Provides relevant examples and demonstrates to illustrate concepts and skills.
8. Assigns developmentally appropriate tasks.
9. Provides instructional pacing that ensures student understanding and learning.
10. Maximizes student time-on-task.
11. Make effective transitions between instructional activities.
12. Summarizes the main point(s) of the instructional activity.
13. Encourages students to express ideas clearly and accurately.
14. Incorporates technology, higher order thinking skills, and 21st Century skills in instruction.
15. Assists students to develop productive work habits and study skills.
16. Provides intervention and re-teaching activities for students as needed.
17. Implements IEP for students as specified.

D. MONITORING STUDENT PROGRESS TOWARDS MASTERY OF WV CONTENT STANDARDS AND OBJECTIVES—

SPECIAL EDUCATION TEACHER (Continued)

Definition: Gathers, stores, and monitors data related to student learning for use in assessing progress towards achieving the WV Content Standards and Objectives.

1. Follows grading policies and regulations.
2. Maintains accurate and complete student records.
3. Monitors and evaluates student progress including regular progress monitoring or benchmark assessments.
4. Provides feedback on student work.
5. Monitors student attendance.
6. Completes training and conducts state assessments with students as per WV State policy and assessment manuals.

E. COMMUNICATING WITHIN THE EDUCATIONAL COMMUNITY –

Definition: Communicates with students, parents, educational personnel, and others. Utilizes standard grammar, listening skills, and clarity in the presentation of ideas.

1. Communicates student progress according to established procedures and policies.
2. Communicates regularly and effectively with students, co-workers, parents/guardians, and the community.

E. COMMUNICATING WITHIN THE EDUCATIONAL COMMUNITY –(Continued)

3. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.
4. Speaks and writes Standard English clearly, correctly, and distinctively.
5. Determines and utilizes appropriate community resources.

F. MEETING PROFESSIONAL RESPONSIBILITIES -

Definition: Demonstrates behavior which reflects established professional responsibilities.

SPECIAL EDUCATION TEACHER (Continued)

1. Adheres to established laws, policies, rules, and regulations including WV Teacher Code of Conduct.
2. Interacts appropriately with other educational personnel.
3. Is punctual with reports, grades, records, and in reporting to work.
4. Performs assigned duties.
5. Strives to meet county/ school goals
6. Follows the Employee Code of Conduct
7. plans and implements the instructional program for the students assigned to him/her in cooperation with other teachers;
8. fosters a classroom climate conducive to learning;
9. utilizes teaching techniques and classroom strategies to accommodate the various learning styles and modes of his/her students and maximize time on task;
10. performs effectively assignments related to record keeping, reporting and textbook accounting and monitors student progress toward learning outcomes;
11. maintains and upgrades his/her professional skills;
12. interacts with students and parents to promote a positive school image to enhance the teaching-learning process;
13. maintains professional work-habits;
14. works with the principal and supervisory staff in identifying and solving problems related to his/her students;
15. diagnoses and assesses student needs with regard to the instructional goals and objectives;
16. assists in the selection of programs, equipment and materials to meet the needs of his/her students;

PERFORMANCE STANDARDS -

The Special Education Teacher:

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1. diagnoses and assesses student needs in accordance with county and state special education procedures and with instructional goals and objectives; conducts periodic progress monitoring and benchmark assessments as required; utilizes data in developing and modifying instruction to meet the needs of students
2. develops an IEP for each child placed in his/her program in accordance with special education procedures and parent input;
3. utilizes teaching techniques and classroom strategies to accommodate the exceptionality and various learning styles and modes of his/her students;
4. cooperates with other special education and regular classroom teachers in planning and implementing the IEP for individual students assigned to him/her;
5. performs effectively assignments related to record keeping, report and textbook accounting, documentation of parent and agency contacts, IEP development and updates and special education reports;
6. promotes a positive home/school relationship with parents through regular IEP, parent/teacher conferences, regular progress reports and parent training;
7. assists in the selection of programs, equipment and materials to meet the needs of his/her students and in accordance with the approved IEP's;
8. utilizes furniture, equipment and facilities in the most effective manner to support the instructional program;
9. interacts with students to promote a positive school image to enhance the teaching-learning process;
10. promotes positive community relations through effective communication and involvement of community members;
11. analyzes personal characteristics and strengthens areas of behavior as necessary for the fulfillment of his/her assignment;
12. supervises paraprofessionals, aides and volunteers assigned to his/her classroom;
13. works with the principal and supervisory staff in identifying and

SPECIAL EDUCATION TEACHER (Continued)

solving problems related to his/her students;

14. performs other duties and functions as assigned by the principal.

EVALUATION -

Teacher evaluations will be conducted in accordance with WV Policy 5310. Continuing contract teachers will be evaluated annually. Probationary teachers will be evaluated twice annually. This evaluation will be performed by the school principal and by an appropriate member (s) of the central office supervisory staff. The evaluation will include an assessment of the degree to which the teacher has helped the school to accomplish both its own and the district's stated goals and objectives.

This job description will contain information and facts considered essential to describing and evaluating job performance fairly and equably. It should not be construed detailed statements of all the work required to be performed.

Source: Board of Education Minutes

Date: 04/04/2009; 1985; 1984