



Job Title: Special Education Teacher
Reports To: Special Education Director and Building Principal
FLSA Status: Exempt

JOB SUMMARY

The Special Education Teacher works under the direction of the Building Principal in coordination with the Special Education Director to take responsibility for the instruction of students eligible for Special Education and within the parameters of Federal and State laws, District philosophy, curriculum, policy and procedure.

JOB REQUIREMENTS

1. Knowledge of teaching principles/techniques as well as District philosophy, curriculum, policy and procedures governing Special Education.
 2. Skill in assessing, planning and implementing programs of study for students with disabilities that will contribute to their development as mature, able and responsible citizens.
 3. Ability to apply effective principles of instruction to direct and motivate students with disabilities.
 4. Responsible for the learning environment of assigned students; supervises assigned Para Instructional Assistants and volunteers.
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ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Maintain an orderly and attractive instructional area with displays appropriate to the age and grade being taught.
2. Maintains an instructional area free from hazard to the health and safety of the students.
3. Demonstrates, by performance, the ability to plan properly for the instructional process. Develops plans for the assessment of individual student abilities and achievement.
4. Establishes and applies standards of student achievement which are based on educational research, administrative guidelines, community expectations, and the individual abilities of students.
5. Develops and provides differentiated instruction which meets individualized student needs and maintains interests.
6. Develops and implements individualized plans (IEP).
7. Works with team members to accomplish mutually agreed upon goals.
8. Communicate effectively with students regarding their educational progress.
9. Schedules IEP/student information meetings in a timely manner as prescribed by IDEA.
10. Communicates effectively with parents, classroom teachers and other professionals regarding a child's educational and/or behavioral progress.
11. Facilitate collaborative and inclusive IEP meetings to maximize participation.
12. Implement procedures for gathering diagnostic data.
13. Interpret diagnostic data to identify the needs and concerns necessary to develop the individual education plan for the student.
14. Utilizes diagnostic data to establish instructional objectives and to plan the program required to implement the objectives and measure the outcome.

15. Participate fully in staff training provided by the District.
16. Is knowledgeable to current technique or trends in Special Education.
17. Develop standards and expectations of student behavior and apply them fairly and consistently to all students.
18. Apply all standards of behavior developed by the District fairly and consistently to all students.
19. Seek the assistance of his/her supervisor or others in the building or government agencies when a student's behavior problem is beyond what can be handled reasonably in the Special Education or general education classroom.
20. Is consistently positive in his/her approach to students and shows a willingness to work with students beyond the limited scope of the classroom.
21. Demonstrate knowledge and skill in the specific requirements of the grade, area of subject field of his/her assignment.
22. Communicate effectively with colleagues regarding the educational process and its effect on individual students.
23. Establish and maintain a good working relationship with all members of the educational community.
24. Maintain complete and accurate records as required by law, District policy and administrative regulations.
25. Train and supervise Para Instructional Assistants in collaboration with Building Principal
26. Designs instruction, monitors and provides feedback for Instructional Assistants.
27. Strive to maintain and improve professional competence.
28. Maintain integrity of confidential information relating to a student, family, and district.
29. Perform such other tasks, assigned by the building principal/supervisor, related to the teaching assignment.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Attends in-service trainings and staff meetings.
2. Serve on school committees and councils.
3. Report issues to authorities as necessary, animal control, suspicious activity, etc.
4. Reports safety, sanitary and fire hazards immediately to supervisor.

SUPERVISORY RESPONSIBILITIES

This position may supervise volunteers, student aides, and educational assistants. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment at all times.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education, Certificates, Licenses, Registrations:** Must hold an undergraduate degree. Must hold a valid Oregon Teaching License with a Special Education Endorsement. Yearly completion of the District approved SafeSchools. Licenses and certificates as determined by the District including, a valid Oregon Driver License and ability to obtain a valid CPR/First Aid card.
- **Experience:** Demonstrated ability to successfully work with adolescent students and the public in a school setting. Student teaching also applies but is not considered for placement on the current salary schedule.

- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- **Language Skills:** Ability to communicate fluently verbally and in writing in English. Ability to respond to common inquiries or complaints from students, parents, staff or members of the community. Ability to draft simple correspondence and some routine reports. Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals.
- **Mathematical Skills:** Ability to provide students with an intuitive understanding of the concepts of math at the established grade-level standards.
- **Reasoning Ability:** Ability to apply common sense understanding to carry out instructions furnished in written, verbal or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- **Computer Skills:** Ability to type proficiently and accurately. Proficiency in the usage of database software, internet software, and email. Ability to proficiently use the following programs: MS Word, Excel, Google Mail and Google Docs. Ability to effectively use the District's software packages.
- **Other Skills and Abilities:** Ability to appropriately communicate with students, teachers, parents, members of the community and others including vendors, law enforcement and other agencies. Ability to exercise good judgment and work in an environment with constant interruptions. Maintain a belief that all students can learn.
- **Other Trainings:** Annual completion of SafeSchools online training required.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk, sit, use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand and stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 50 pounds. Specific vision abilities required by this job include close, distance and peripheral vision, depth perception and ability to adjust focus.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

As an exempt, licensed employee you will occasionally perform work beyond a normal 40-hour work week when workload requires.

The work environment is in a school that combines standard office setting including standard office equipment (fax, copier, phone, computer, etc.) with the standard school setting. The noise level in the work environment is usually low to moderate but occasionally high depending upon student population and activities. The employee may be exposed to bloodborne pathogens.

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Prepared By: HR Department

Prepared Date: September 2023

I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

Employee

Date