

TITLE: Special Education Teacher

REPORTS TO: Building Administrator / Director of Special Education

FAIR LABOR STANDARDS ACT (FLSA): Exempt. (Administrative/Professional)

QUALIFICATIONS:

1. Valid Oregon Teaching License with Handicapped Learner endorsement.
2. Training in diagnostic testing, behavioral objectives, prescriptive teaching, daily data, task analysis and behavior modification.
3. Demonstrated abilities (written/or oral) to plan classroom instruction around district curriculum guides.
4. Basic understanding of learning theory and behavior management.
5. Valid Driver's License.
6. Ability to communicate effectively with students, parents, staff, and other agencies.
7. Ability to work collaboratively with students, staff, and parents.
8. Experience in assessment of and service delivery to students with Individualized Education Plans.
9. Demonstrated creativity and resourcefulness in the areas of curriculum modification for special needs students.
10. Through leadership and teaching skills is responsible for providing support help for the regular classroom.
11. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
12. Must be proficient in English both oral and written.

JOB GOAL: To provide leadership to assure that students with special needs are provided appropriate educational and support services necessary for success.

ESSENTIAL JOB FUNCTIONS:

I. Personal Qualities:

1. Presents a positive attitude by appearance, personal neatness, personal habits and punctuality.
2. Communicates and works cooperatively with other members of the staff and public.
3. Is neat in appearance and dresses appropriately for the position.
4. Maintains confidentiality and honesty in performing assigned tasks.
5. Functions in a positive attitude where there is pressure, frequent interruptions, and in an atmosphere which may be stressful.

II. Instructional Skill

In his/her performance the special education teacher demonstrates a competent level of knowledge and skill in designing and conducting an instructional experience.

1. Works with other school personnel to develop a total program for each child.
2. Assists in the selection of books, equipment, and other instructional materials.
3. Provides training to education staff (teachers, specialists, assistants, etc.).
4. Coordinates the identification, referral, and programming of disabled students.

III. Classroom Management

The special education teacher demonstrates in his or her performance a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

IV. Student Discipline

The special education teacher demonstrates the ability to manage the students in the educational setting.

1. Demonstrates appropriate instruction and behavior management skills.

V. Interest in Teaching Pupils

The special education teacher demonstrates a commitment to each pupil, taking into account each individual's unique background and characteristics. The classroom teacher demonstrates enthusiasm and enjoyment in working with pupils.

1. Evaluates on an ongoing basis, the district's services for special needs students.
2. Recommends policies and programs essential to the needs of exceptional children.

VI. Knowledge of subject matter, materials, policies and regulations

The special education teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary level(s).

1. Maintains data on each prescriptive program.
2. Reports on pupil progress to appropriate individuals.
3. Maintains current knowledge of rules, policies, regulations, statutes, and court rulings to assure that the district's special education programs meet such requirements and standards.
4. Provides diagnostic testing and evaluation reports on students referred to multi-disciplinary team.
5. Participates in the identification (assessment) and program planning needs for children with disabilities.
6. Maintains records, reports, and documentation as required by district special services programs.
7. Maintains records as required by federal, state, and district guidelines.
8. Assesses the accomplishments of students on a regular basis and maintains such records as required by law and by district policy.
9. Takes all reasonable precautions to provide for health and safety of the students and to protect equipment, materials, and facilities.

VII. Professional Commitment/Development/Improvement

The special education teacher demonstrates an awareness of his or her strengths and limitations, and demonstrates continued professional growth.

1. Attends inservice training and workshops sponsored by the district, ESD, or state as required.
2. Maintains high professional standards.
3. Assumes responsibility for own professional growth and development; for keeping current with the literature, new research findings, and improved techniques; and for attending appropriate professional meetings.

VIII. Interpersonal Skills/Personal Qualities

The special education teacher demonstrates the ability to interact effectively with appropriate audiences.

1. Works with school, ESD personnel, parents, and outside agencies in developing IEP's; facilitates Child Study Team, MDT, and IEP meetings.
2. Acts as resource for classroom teachers and parents of students with disabilities.
3. Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of the student.
4. Works to establish and maintain open lines of communication with the administration, other staff members, and district patrons.
5. Cooperates with other members of the staff in planning instructional goals, objectives, curriculum and instructional methods.
6. Is careful to maintain confidentiality of information that comes under his/her focus due to the nature of his/her position.

IX. School Service

The special education teacher demonstrates a willingness to share normal school responsibilities and to help with non-instructional school events

1. Performs duties in a manner reasonably expected and generally recognized by profession as adequate.
2. Follows all District policies and those contained in the appropriate district handbook.
3. Assumes other duties as may be assigned by the building administrator.

X. Timeliness

The special education teacher demonstrates a willingness and ability to model appropriate behavior in being timely.

1. Returns requests for information by the date and time specified.
2. Attends all meetings as required; attends in a prompt manner.
3. Notifies the building administrator in the event of illness.

Physical Qualifications: 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. If this position is shared between campuses, driving may be necessary. Employee may use hands for repetitive single grasping, pushing/pulling, and fine manipulation.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand, walk, stoop, kneel, crouch, bend, twist, or climb. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception and ability to adjust focus.

The employee must frequently lift, carry, and/or move up to 25 pounds, and occasionally lift, carry, and/or move up to 50 pounds.

Terms of Employment:

Contract length, salary and benefits, etc. are as outlined and agreed to in the Collective Bargaining Agreement in effect between Monroe School District #1J and Monroe Teachers Association.

Mandatory Child Abuse Reporting

As mandatory reporters (ORS 419b.010) all employees are required to immediately report to Law Enforcement and/or Department of Human Services any instance of suspected child abuse.

Evaluation:

Performance of this position will be evaluated in accordance with the provisions of the Board's policy on evaluation of licensed personnel.

Reviewed by: _____

Date: _____