

JOB DESCRIPTION

Title:	Special Education Teacher (Certificated)	Reports To:	Site Principal or Designated Administrator
Department:	Special Education (Site based)	Bargaining Unit:	<input type="checkbox"/> CSEA 860 <input type="checkbox"/> CSEA 27 <input type="checkbox"/> Confidential <input checked="" type="checkbox"/> AEA <input type="checkbox"/> Management <input type="checkbox"/> Unrepresented
Hours:	Full-time	No. of Work Days:	185 Days
FLSA Classification:	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non Exempt	Type:	<input type="checkbox"/> Reclassification <input checked="" type="checkbox"/> Update of job description <input type="checkbox"/> New job description
Salary Schedule:	<input type="checkbox"/> Contract <input type="checkbox"/> Executive Cabinet <input type="checkbox"/> Principal/Assistant Principal <input type="checkbox"/> Certificated District Office Management <input type="checkbox"/> Classified District Office Management <input type="checkbox"/> Certificated Coordinator <input type="checkbox"/> Classified Coordinator <input type="checkbox"/> Occupational Therapist <input type="checkbox"/> Psychologist/Behavioral Specialist <input checked="" type="checkbox"/> AEA <input type="checkbox"/> Confidential <input type="checkbox"/> CSEA 27 <input type="checkbox"/> CSEA 860 		

GENERAL SUMMARY OF DUTIES: Under the direction of the principal or designated administrator, the special education teacher provides specialized academic instruction utilizing appropriate strategies to identified students with disabilities who meet eligibility criteria established by state and federal law.

DUTIES OF THE JOB:

- Provides students with specialized instruction based on their unique needs resulting from their identified disabilities. E
- Uses peer-reviewed, research-based instructional strategies to facilitate learning in core academic subjects (moderate/severe to include community, vocational, daily living skills, as appropriate). E
- Demonstrates knowledge of subject matter and presents lessons that build sequentially. E
- Prepares lesson plans utilizing a variety of specialized instructional techniques based upon the unique needs of individual students with a variety of learning needs. E

- Utilizes assessment results from psychological reports, academic reports and other related service provider reports to develop a draft IEP to be reviewed and modified as appropriate by the IEP team. E
- Writes legally defensible IEPs including individualized goals aligned to state content standards that are reasonably calculated to provide educational benefit to students. E
- Implements each student's IEP as it is written in accordance with the law. E
- Monitors individual student's progress utilizing data that reflects student performance on his or her IEP goals; adjusts instruction as needed based on analysis of the data. E
- Provides timely feedback to students, parents and general education teachers based on data. E
- Schedules IEP meetings (initial, annual, triennial and 30-day reviews) within required timelines with parents, general education teacher, administrators and any member of an IEP meeting required by law. E
- Demonstrates basic knowledge of special education laws as well as district policies and procedures. E
- Maintains appropriate classroom control and directs the activities of the class to learning tasks. E
- Writes and implements effective behavior support plans for students. E
- Participates in manifestation determinations for students when necessary. E
- Provides effective management of paraprofessional time, schedule and duties. E
- Collaborates with general education teachers, other special education teachers, related service providers and parents; communicates with staff and parents in a timely manner. E
- Writes appropriate Transition Plans, as appropriate (secondary only), that are related to the student's preferences and interests, develop measurable post-secondary goals to help the student achieve and has awareness of the agencies and services to help the student meet his/her post-secondary goals. E
- Performs assessment duties as required. Explains results orally and in a report to the IEP team. E
- Understands, coordinates and is able to administer state standardized tests, teacher-made tests, and individual and group administered academic tests appropriate for preschool, elementary and/or secondary levels, according to assignment.
- Performs reasonably related duties as required.

EDUCATION AND EXPERIENCE:

- Holds a valid special education credential.
- Meets the Highly Qualified Teacher requirement.
- Possession of a general education multiple or single subject credential is preferred.
- Minimum of two years providing specialized academic instruction to students with disabilities in multiple grade levels is preferred.

KNOWLEDGE AND SKILLS:

- All areas of special education including: behavior management techniques, learning theories, curriculum development and vocational development.
- Current laws and regulations pertaining to students with disabilities.
- Policies and procedures pertaining to IEPs.
- Assessment practices and statistics relevant to the behavior sciences.

- Must be able to work with administrators, teachers, classified personnel, parents and students.
- Plan, organize and prepare IEPs, behavior and transition plans as appropriate.
- Exercise initiative and use professional judgment.

PHYSICAL REQUIREMENTS:

Frequency Key: None (1); Occasional - up to 25% of shift (2); intermittently – up to 50% of shift (3); Frequently – up to 75% of shift (4).

Activity	Frequency	Activity	Frequency
Bend	1	Lift/carry 0-10 lbs	2
Twist	1	Lift/carry 11-25 lbs	2
Squat	1	Lift/carry 26-40 lbs	1
Kneel	1	Lift/carry 41-100 lbs	1
Climb	1	Stand	2
Reach above shoulder	1	Walk	2
Grip/Grasp	2	Sit	3
Extend/Flex Neck	1	Drive	2
Use Right Hand	2	Perform Repetitive Hand Motions	3
Use Left Hand	2	Keyboarding/Mouse Work	3
Ability to See	4	Ability to Hear	4

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