ST. MARY’S COUNTY PUBLIC SCHOOLS
CERTIFICATED POSITION DESCRIPTION

SPECIAL EDUCATION TEACHER

POSITION: Special Education Teacher

REPORTS TO: Site Administrator

LOCATION: Various Sites

NATURE OF WORK:
This is a professional position to meet the individual needs of students through direct service and consultative support to staff and families to support progress in the General Education Curriculum.

ESSENTIAL FUNCTIONS:
• Assess and evaluate students to determine initial and continued eligibility;
• Analyze data to make instructional decisions;
• Communicate effectively in writing through student assessment reports and online IEP documents;
• Interface with SMCPS established online instructional and student performance platforms;
• Develop and monitor IEP goals and objectives based on assessment and data information;
• Monitor and report progress on goals and objectives;
• Deliver specialized instruction in reading, math, written language, organization and behavior management;
• Case manage students with IEPs;
• Knowledge of IDEA disabilities and how they can impact academic achievement and behavior;
• Knowledge of how disabilities may manifest themselves in the classroom;
• Knowledge of grade level curriculum and classroom expectations;
• Maintain required CPI certifications, as appropriate;
• Maintain confidentiality of all students;
• Work collaboratively with general education staff and related services staff;
• Select and administer a variety of standardized and non-standardized assessment tools with fidelity;
• Manage short and long-term deadlines related to State and Federal compliance indicators;
• Support the use of student equipment and tools including assistive technology; and
• Plan for whole group, small group, and individualized instruction throughout the school day and with a variety of staff.

DUTIES AND RESPONSIBILITIES:
• Complete standardized assessments and formal reports for IEP teams to review;
• Develop IEP goals and objectives based on present levels of performance, formative and summative assessment information;
• Collaborate with general educators to disseminate information about student needs to determine what differentiation strategies to use in each lesson;
• Utilize assessment data to determine instructional/behavioral strategies;
• Perform frequent formal and informal assessments to monitor instructional and IEP objectives;
• Consider modifications and the scaffolding necessary for each student to access the grade-level curriculum;
• Communicate positively with families on student progress;
• Work collaboratively with general educators to develop lessons and assessments for students with disabilities;
• Work collaboratively in a variety of co-teaching arrangements to support students; Implement small group programs using established SMCPS interventions;
• Ensure that all IEPs/IFSPs are implemented appropriately;
• Ensure that all Behavior Intervention Plans and behavior protocols are implemented with fidelity;
• Implement student adaptive behavior supports including, when necessary, self-care and hygiene routines (e.g., toileting feeding, etc.);
• Collaborate with general educators to ensure students have access to grade level curriculum;
• Provide positive communication to team members and families about student progress and achievement;
• Act as a central point of contact for families and team members regarding student progress;
• Communicate student needs in a timely fashion to the IEP Chairperson;
• Collect, analyze and report data to monitor progress, determine and report present levels of performance and to develop appropriate goals and objectives;
• Complete, maintain and submit Medical Assistance logs in an ongoing and timely fashion as directed by the Department of Special Education;
• Participate in targeted professional development and implement strategies in classroom and school settings;
• Collect, analyze and synthesize instructional assessment data through all established SMCPS platforms and Maryland Online IEP tools;
• Attend required professional development and implement targeted strategies in the school and community setting;
• Participate in professional team and department meetings; Provide supervision and direction to assigned support staff;
• Support and implement the administration of all required Local and State assessments as determined by the IEP Team and school administration; and
• Prepare and submit all required Extended School Year materials as determined by the IEP Team.

QUALIFICATIONS:
• Maryland Educator Certificate with special education endorsement.

TERM OF EMPLOYMENT:
Full-time, ten-month position.

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on EASMC salary schedule for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC