

## Job Description

<b>Position Title</b>	<b>Special Education Teacher</b>		
<b>Building</b>	Varies	<b>Department</b>	Special Education
<b>Hours</b>	Salaried	<b>Supervisor</b>	Building Principal or Appropriate Supervisor
<b>Band and Grade</b>	C-43	<b>Tools and Equipment</b>	Classroom technology devices, i.e., iPad, Smart Board, laptop, applicable software, AV equipment, phone, and copier

<b>Primary Function</b>	Under the direction of the building principal or appropriate supervisor, provides individual educational instruction and programming for special education students. Assists the District in the development of curriculum and instruction by serving on District committees, IEP and similar staffings, and curriculum development committees to meet student needs.
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<b>Essential Duties</b>	
<b>1</b>	Develops lesson plans and decides how to present curriculum. Organizes classroom supplies and materials. Instructs to meet student needs in the classroom. Assumes responsibility for students in the classroom and maintains discipline in the classroom in accordance with District policies and procedures.
<b>2</b>	Evaluates student performance against learning objectives. Develops a variety of tools to evaluate performance, grades performance, corrects papers, and conducts parent teacher conferences to discuss student progress.
<b>3</b>	Voluntarily serves on District committees, task forces, administrative meetings or IEP and similar meetings to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision making as defined in the master contract.
<b>4</b>	Assists in supervising students and monitoring behavior during detention, lunch hour, bus duty or hall duty as defined in the master contract.
<b>5</b>	Voluntarily supervises student teachers and interns in agreement with the master agreement.
<b>6</b>	Responsible for maintaining accurate data on student accomplishments/progress and transmitting those data to colleague staff members to ensure subsequent accuracy in student placement and instruction.
<b>7</b>	Responsible for active participation in staff development programs.
<b>8</b>	Responsible for active participation in curriculum development.
<b>9</b>	Responsible for collaborating with colleague staff members and the school's/district's administrative staff.
<b>10</b>	Responsible for attending and contributing to staff meetings.

<b>11</b>	Responsible for contributing to the positive resolution of building and program deficiencies/weaknesses.
<b>12</b>	Responsible for communicating with the building's/program's supervising administrator.
<b>13</b>	Responsible for maintaining high ethical standards and a cooperative attitude in dispensing the duties of the position.
<b>14</b>	Responsible for implementing school district policies and building/program procedures and guidelines.
<b>15</b>	Develops and maintains necessary due process special education forms.
<b>16</b>	Participates and conducts portions of the evaluations and observations to determine special education eligibility of students placed in the program and conducts periodic assessments to determine educational progress of the students.
<b>17</b>	Supervises and educates paraprofessional support staff with regards to implementing students' IEPs.
<b>18</b>	Supervises hallways before and after school as well as during passing time.
<b>19</b>	Schedules IEP meetings. Coordinates IEP meetings and manages communication between members of the team, especially, with parents, to uphold the integrity of the IEP.
<b>20</b>	Attends conferences and workshops on new research and methods in teaching students with disabilities.
<b>21</b>	Sends notes, makes phone calls, gives positive description of a child's strengths during parent-teacher meetings. Communicates with parents and student's IEP goal progress.
<b>22</b>	Maintains due process forms in the main office that may be monitored by MDE. Completes due process paperwork for every student on caseload that has been tested and qualifies for services in the center-based setting.
<b>23</b>	Discusses plans for assessments at Child Study Team meetings.
<b>24</b>	Educates school staff regarding disabilities.
<b>25</b>	Consults or communicates with non-school agencies for the purpose of meeting the student's needs.
<b>26</b>	Serves as a consultant for general education teachers about interventions (academic and behavioral) for general education students including informal observations of classrooms and meetings with the general education teacher.
<b>27</b>	Aids staff with students who are non-compliant in the general education setting (including reflecting on behaviors after the incident).
<b>28</b>	Problem solves with teachers about students who may be evaluated for special education services or who are in need of Tier Three interventions.
<b>29</b>	Participates in Transition meetings and special education placement for the following school year.
<b>30</b>	Serves as a consultant for other teachers about completions of Functional Behavioral Assessments (BFAs) and Behavior Intervention Plans (BIPs).
<b>31</b>	Creates a safe environment for students through organization, cleaning, room layout that is applicable for students with emotional needs, and creating classroom materials.
<b>32</b>	Responsible for other reasonable duties as may be assigned by the supervising administrator(s).
<b>33</b>	Responsible for keeping his or her portion of the website updated.

<b>34</b>	Performs other duties of a similar level or type as defined in the master contract.
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<b>Minimum Qualifications</b>	Bachelor's Degree in Education with appropriate licensure from the Minnesota Department of Education.
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<b>Knowledge Required</b>	<ul style="list-style-type: none"> <li>• Knowledge of teaching principles, practices, techniques and approaches.</li> <li>• Knowledge of child development theories and development stages and needs.</li> <li>• Knowledge of learning theory and approaches.</li> <li>• Knowledge of assessment procedures and techniques, test construction and evaluation methods.</li> <li>• Knowledge of subject material, concepts and issues related to grade/subject of instruction.</li> <li>• Knowledge of special education practices and procedures.</li> <li>• Ability to establish and maintain effective working relationships with students, parents, school staff, and administrators.</li> <li>• Ability to handle a variety of assignments or problems independently.</li> <li>• Ability to apply a variety of procedures, policies, and/or precedents.</li> <li>• Ability to read, summarize, and/or compare data.</li> <li>• Ability to communicate effectively, both verbally and in writing, with students, parents, school staff, and administrators.</li> <li>• Ability to write clearly and concisely.</li> </ul>
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<b>Skills Required</b>	<ul style="list-style-type: none"> <li>• Skill in planning and developing lesson plans consistent with approved curriculum.</li> <li>• Skill in presenting complex materials and concepts in an understandable and level appropriate manner.</li> <li>• Skill in assessing and evaluating student performance and needs.</li> <li>• Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.</li> </ul>
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<b>Physical Activities/ Requirements</b>	<p>Balancing, stooping, kneeling, crouching, crawling, reaching, standing, walking, pushing, pulling, lifting, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions.</p> <p>Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.</p>
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