

# **JOB DESCRIPTION**

## **PATERSON BOARD OF EDUCATION**

### **TEACHERS**

**3227 Special Education Teacher  
(Resource Center)**

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**JOB TITLE: SPECIAL EDUCATION TEACHER (RESOURCE CENTER)**

**REPORTS TO: The Principal and the assigned supervisor**

**SUPERVISES: Students**

### **NATURE AND SCOPE OF JOB:**

Assumes professional responsibility for providing specialized learning experiences and supervision of students with disabilities in a Resource Center or, using an in-class model, within the regular classroom. The focus of the Special Education Teacher (Resource Center) is to develop in each student the skills, attitudes, and knowledge to meet and exceed the State Core Curriculum Content Standards as outlined in the Individualized Education Plan (IEP) for the student, using approved curricula and directives of the school. Achieving academic excellence requires that the Special Education Teacher (Resource Center) work collaboratively with other members of the school staff, particularly the Child Study Team, and with parents of each student.

### **QUALIFICATIONS:**

The Special Education Teacher (Resource Center) shall:

1. Hold a New Jersey instructional certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11 with appropriate special education endorsement(s) (N.J.A.C. 6:11-8.3) and other endorsements for the position held (N.J.A.C. 6:11-6.1, 6.2, or 8.1 et seq.).
2. Hold a valid driver's license with no serious violations.
3. Have excellent experience in teaching and working with children with exceptional needs unless entering teaching from an alternative certification program.
4. Demonstrate a comprehensive knowledge of the specialized certification area, including an understanding of the current rules and regulations regarding special education assessment and program requirements.
5. Have excellent integrity and demonstrate good moral character and initiative.
6. Demonstrate knowledge and understanding of child growth and development, children with disabilities, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning and children with exceptional needs.

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7. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
8. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
9. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
10. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
11. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or, during the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
12. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
13. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
14. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

## **VERIFICATION OF COMPETENCY:**

1. District Application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching performance.
4. College transcripts.
5. Employment interview.

## **EMPLOYMENT TERMS:**

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The Special Education Teacher (Resource Center) shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Special Education Teacher (Resource Center) shall perform all job functions and assume all responsibilities outlined in the Elementary Teacher or Secondary Teacher Job Description. The Special Education Teacher (Resource Center) is an integral part of the total school program and has specific professional responsibilities related to the certification held and professional position assigned (N.J.A.C. 6:28 et seq.), and shall:

1. Implement the educational program and comprehensive related services as outlined in the student's Individual Education Plan (IEP).
2. Provide an instructional program closely related to and coordinated with the regular program so that all students meet and exceed the State Core Curriculum Content Standards as outlined in the student's IEP, modifying methods and materials as needed.
3. Provide instruction in a Resource Center setting using individual or small group instruction to support or replace (but coordinated with) the instruction within the regular classroom.
4. Provide instruction within the regular classroom using an in-class, inclusion model.
5. Work in collaboration with and under the guidance of the regular classroom teacher, reinforcing or modifying the methods and materials used in the classroom to accommodate the needs and learning styles of the child.
6. Maintain records indicating progress of the student in achieving the objectives of the IEP and assist with the evaluation and assessment of students.
7. Participate in the development and annual review of IEPs. Monitor the implementation, and provide information about completed goals and objectives, communicating closely with members of the Child Study Team and with the Case Manager about the progress of the child.

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8. Communicate regularly with the parents to nurture a supportive and cooperative relationship between home and school.
9. Assist the student who is physically challenged with movement to participate in activities or with other physical needs, when necessary.
10. Establish the schedule, role, responsibilities, and expectations for the paraprofessional or volunteer assigned to assist the teacher.
11. Assist the professional staff through individual consultation and/or staff development sessions with understanding the needs of exceptional students and with strategies and approaches in dealing with problems in learning, behavior, or adjustment.
12. Engage the learners in differentiated learning experiences for the range of skill levels and developmental needs found in the classroom, managing, when appropriate, multiple instructional activities simultaneously.
13. Provide and effectively organize a variety of materials, equipment, media, and community resources to support the instructional program, using school approved procedures. Organize and supervise approved field trips to enhance classroom learning.
14. Monitor the pacing of instruction and budget class time efficiently by providing clear directions, outlining expectations, and effectively bringing to closure instructional experiences.
15. Submit lesson plans in the approved format to the Principal as required and requested.
16. Use effective presentation skills when employing direct instruction, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
17. Use excellent written and oral English skills when communicating with students, parents, and colleagues.
18. Provide a nurturing, supportive, and positive classroom climate that encourages student responsibility, using positive motivation, clear classroom routines, challenging instructional strategies, and effective classroom management techniques.
19. Discipline students in a fair and consistent manner, using school approved procedures. Seek assistance of the parents and the Principal when needed.
20. Establish a professional rapport with students that earns their respect.
21. Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the child in the school.

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22. Assess and diagnose the learning, social, and emotional needs and styles of students, using a variety of assessment techniques and data.
23. Plan and adjust the learning experiences accordingly, requesting advice and assistance from specialists when appropriate.
24. Assist with the preparation, monitoring, and following of Individualized Education Plans for selected students assigned to the class.
25. Employ a variety of methods for students to demonstrate learning and accomplishments.
26. Evaluate and grade homework, assignments, and tests in a timely fashion, providing feedback to the student on performance. Maintain records and provide evidence of growth and progress to parents and to students.
27. Assume responsibility for all students within the school, beyond those specifically assigned, supervising in a fair and constructive manner to ensure the safety and well-being of all students.
28. Assist with extra curricular activities, supporting the total program of the school. Instruct, advise, coach, and supervise extra curricular activities, including interscholastic and intramural sports, academic competition, and fine art programs, as defined by the Collective Bargaining Agreement.
29. Attend student events to demonstrate genuine interest in the life of the students.
30. Ensure the safety and health of all students, notifying the administration of any unsafe conditions, following established procedures.
31. Create a stimulating, attractive, organized, functional, healthy, and safe classroom, with proper attention to the visual, acoustic, and thermal environments.
32. Complete in a timely fashion all records and reports as required by law and regulation or requested by the Principal. Maintain accurate attendance records. Account for all funds collected from students.
33. Work cooperatively with adults assigned to the classroom (e.g., paraprofessionals, student teachers, parents, and volunteers), establishing clear expectations for roles and responsibilities.
34. Serve as a role model for students, dressing and grooming professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching.

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35. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
36. Attend required staff meetings and serve, as appropriate, on staff committees. Participate in curriculum and program development, and in the selection of materials and equipment to support instruction.
37. Notify immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
38. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
39. Summarize, interpret, and disseminate current developments in learning, instructional strategies and classroom management through reading of professional journals, participation in professional development, and involvement in professional organizations.
40. Complete the required 100 clock hours of State-approved continuing professional development every five years in accordance with State and district procedures, as specified in the Professional Improvement Plan (N.J.A.C. 6:11-13).
41. Recommend to the Principal the supplies and equipment needed to support instruction and assist with ordering, following established procedures.
42. Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
43. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
44. Perform any duties that are within the scope of employment and certifications, as assigned by the Principal and assigned supervisor, and not otherwise prohibited by law or regulation.
45. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

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### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers and/or controls.

### **ENVIRONMENTAL DEMANDS:**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

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### EVALUATION

The Principal and assigned supervisor shall evaluate the Special Education Teacher (Resource Center) in accordance with Policy Nos. 3221 or 3222, Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established by the Board of Education.

  
Approved

5/26/04  
Date