

**CENTRAL UNIFIED SCHOOL DISTRICT****POSITION DESCRIPTION**

**Position:** Special Education Teacher: Specialized Academic  
Instructor - Elementary

**Classification:** Certificated

**Reports to:** Site Administrator,

**Range:** Certificated Salary Schedule

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**EDUCATION AND EXPERIENCE**

Valid California Education Specialist Mild/Moderate Teaching Credential; Autism Authorization preferred  
Valid California driver's license  
Three years of successful experience with children with disabilities preferred

**SUMMARY**

To provide an integrated educational program for students with disabilities which provides the assistance necessary to maintain their participation and progression in regular education.

**SPECIFIC RESPONSIBILITIES**

1. Coordinate and participate in the identification, assessment and instructional planning process for students referred for special education services.
2. Teach students in an integrated program, providing standards based instruction and accommodations in the least restrictive environment, as indicated in each pupil's IEP.
3. Provide ongoing assessment and participate in the team process of setting standards based student learner goals and objectives for each IEP.
4. Maintain good communication with other staff members, administrators and parents by sharing teaching techniques and other information regarding Special Education.
5. Provide case management supervision and direction for children assigned to program, including planning and facilitating Individualized Education Program (IEP) meetings within the required timelines (ensuring notification to all parties)
6. Provide proper student management and a suitable learning environment that creates a positive atmosphere for the growth of the individual child, adhering to Behavior Support Plans when notified.
7. Provide the necessary level of supervision required for the welfare and safety of pupils under his/her direction.
8. Contribute to and implement new ideas, materials and techniques suitable to group and individual needs which promote progression in standards and/or on IEP goals.
9. Participate in a Professional Learning Community (PLC) at the district and school site level.
10. Plan and revise IEP's jointly with team members, keeping parents informed of progress at reporting periods and with comprehensive report of progress at the annual review.
11. Work closely and cooperatively with regular classroom teachers, the special education administrator, curriculum consultants, site administrator, speech therapist, nurse, school psychologist, and community agencies to help provide a complete program for the individual pupil, ensuring that all IEP team members are informed of their responsibilities, necessary accommodations/modifications, and IEP meetings.
12. Communicate with and supervise the aide under his/her direction regarding curriculum needs and other duties.
13. Be sensitive about confidential matters concerning children, parents, school, and working relationships, responding to those in a professional manner.
14. Make regular entries in anecdotal records on curriculum checklists, continuing case records

and other reports as required.

15. Adhere to schedules and duties assigned at school site.
16. Participate in scheduled professional development and take advantage of workshops, conferences, etc., to provide for professional growth.
17. Provide daily schedule and substitute plan, including notification of required accommodations/modifications and//or Behavior Support Plans.
18. Other duties as assigned.

### **SPECIFIC QUALIFICATIONS**

Should possess personal qualifications recognized as essential for good public employees including integrity, initiative, dependability, courtesy, good judgment, maintain confidentiality and ability to work cooperatively with others.

Knowledge of:

- Academic assessments and diagnostic tools to meet students' needs
- Strategies to support students' emotional and behavioral needs
- Research based instructional best practices.
- IEP Case management and legal requirements.

Ability to:

- Work as a team with school site staff, students and families.
- Communicate effectively both orally and in writing.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.

### **PHYSICAL ABILITIES**

School and office environment; frequent standing, walking or sitting; use of hands to handle or feel; reach with hands and arms overhead, above shoulders and horizontally; climb or balance; stoop, kneel or crouch; frequent lifting and/or moving 10 pounds; occasional lifting and/or moving up to 50 pounds; hearing, sufficient with or without use of hearing aid, must be able to hear student requests and understand voice or speech patterns; frequent writing and/or keyboarding; moderate to high level of stress, ability to operate a computer and assigned software/programs.