



TEACHER

TEACHER (SPECIAL EDUCATION - ELEMENTARY)

JOB DESCRIPTION

JOB TITLE: Teacher - Special Education (Elementary)
REPORTS TO: Campus Principal
LOCATION: Assigned Building

FLSA STATUS: Exempt
PAY GRADE: TCH
DAYS: 188 | **CALENDAR B**
JOB ID & DATE: TCH-30 | May, 2025

JOB PURPOSE SUMMARY

The Special Education Teacher position is to provide exceptional educational support and guidance to students with diverse learning needs, ensuring that they receive an inclusive and tailored education. The teacher collaborates with colleagues, parents/guardians, and specialists to develop and implement individualized education plans (IEPs) that address the unique strengths and challenges of each student. Special Education Teachers play a vital role in creating an environment where students with disabilities can thrive academically, socially, and emotionally. They facilitate the development of students' skills and abilities while promoting independence and self-advocacy.

REQUIREMENTS

Education Level Details

Bachelor's degree from an accredited college or university; or
General qualifications of a teacher as prescribed by the State Department of Education

License / Certification Required

Must hold an active Colorado teaching certificate with Special Education endorsement.
Hold a current Crisis Prevention Institute (CPI) certification or receive within 45 days of hire.
READ Act certification or receive within 30 days of hire.

Visually Impaired: Valid Colorado teaching license with an endorsement or certification in Special Education for the Visually Impaired and Demonstrates braille competency per Colorado Standard

Work Experience Required

One year residency, student teaching, or classroom experience preferred

Other Skills and Abilities Required

Knowledge of core academic subject assigned
Knowledgeable of state curriculum standards
Bilingual Endorsement preferred
Regular attendance is essential

Visually Impaired:

Proficiency in using adaptive technology and specialized teaching materials for students with visual impairments.
Knowledge of embossing software (Duxbury), as well as all magnification and mathematics software for the visually impaired.
Must know how to use and teach abacus and various other apparatus used by the blind/visually impaired.

Knowledge of print alternatives (i.e., Braille and auditory techniques) for students with visual impairment.

EVALUATION

Performance will be evaluated annually in accordance with provision of the Board's policy on evaluation of professional personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Instructional Strategies

- Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and show written evidence of preparation as required. Prepare lessons that reflect accommodations for differences in individual students. Design instructional activities which enhance the objectives and which reflect an interdisciplinary/thematic approach to teaching.
- Plan and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of students assigned and present subject matter according to guidelines established by the district, board policies, and administrative regulations.
- Conduct assessment of student learning styles and use results to plan instructional activities.
- Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
- Uses technology to strengthen the teaching/learning process
- Plan and assign work to instructional aide(s) and volunteer(s) and oversee completion.

Student Growth and Development

- Showcase the academic performance of students.
- Conduct ongoing assessment of student achievement through formal and informal testing.
- Be a positive role model for students; support the mission of the school district.

Classroom Management and Organization

- Create classroom environments conducive to learning and appropriate for the physical, social, and emotional development of students.
- Manage student behavior in accordance with the Student Code of Conduct / student handbook.
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

Communications

- Establish and maintain a professional relationship and open communication with parents, students, colleagues, and community members.

Professional Growth and Development

- Participate in staff development activities to improve job-related skills.
- Comply with the Colorado Department of Education, district, and school regulations and policies for classroom teachers.
- Attend and participate in faculty meetings and serve on staff committees as required.
- Assist in selecting books, equipment, and other instructional materials.
- Compile, maintain, and file all reports, records, and other documents required.

Policy, Reports and Law

- Comply with all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA), and Title I and Title III program requirements (as applicable), along with other national regulations governing K–12 public education.
- Comply with all State of Colorado education laws and regulations, including the Colorado READ Act (if applicable), the Exceptional Children’s Educational Act (ECEA) (if applicable), and all standards and guidelines established by the Colorado Department of Education (CDE).
- Follow all relevant Board of Education policies and Adams 14 Operational Policies related to curriculum, instruction, assessment, safety, student services, and professional conduct.
- Adhere to district-level procedures and school-based expectations regarding instruction, family communication, data reporting, and school improvement planning.
- Perform other duties as assigned by the building principal or the Superintendent of Schools.

Budget Responsibility

- Compile and maintain records of instructional materials and supplies.

SUBJECT SPECIFIC DUTIES AND RESPONSIBILITIES

- Collaborate with special education teachers, support staff, and general education colleagues to modify curriculum and instructional methods to meet the needs of students with disabilities in alignment with their Individualized Education Plans (IEPs).
- Develop, implement, and regularly review IEPs, ensuring goals are tailored to each student’s academic, behavioral, and social-emotional development.
- Work closely with parents/guardians and educational specialists to design comprehensive and measurable IEP objectives.
- Use a variety of evidence-based instructional strategies, assistive technologies, and differentiated materials to support diverse learning styles and abilities.
- Monitor student progress toward IEP goals, making data-informed adjustments to instruction as needed.
- Create inclusive, engaging lesson plans that align with district goals and individual student needs.

Mild/Moderate (Inclusion and Resource)

- Provide targeted academic and behavioral support in inclusive and small-group settings.
- Collaborate with general education teachers to modify instruction and implement accommodations and modifications.
- Develop, implement, and monitor IEP goals aligned with student needs and curriculum standards.

Learning Lab (Autism)

- Implement structured teaching strategies and evidence-based practices to support students on the autism spectrum.
- Address communication, sensory, behavioral, and social-emotional needs through individualized programming.
- Support transitions between Learning Lab and general education environments.

Significant Needs (SN)

- Provide highly individualized instruction aligned to functional academic, adaptive, and life skills goals.
- Manage personal care and medical needs with support staff.
- Ensure safety and engagement through structured routines and positive behavior supports.

SSN (Social/Emotional or Behavioral Focus)

- Implement behavior intervention plans and therapeutic supports to address emotional and behavioral regulation.
- Collaborate with mental health providers to support student growth.
- Provide social-emotional learning and coping strategies within a safe, structured environment.

Visual Impaired

- Provide direct instruction and support to students with visual impairments, including instruction in Braille, large print, orientation and mobility concepts, assistive technology, and the Expanded Core Curriculum (e.g., daily living skills, community-based instruction).
- Adapt instructional materials to meet individual student needs, including transcription into Braille, large print, or formats appropriate for students with cortical visual impairments or deafblindness; maintain required documentation, service records, and equipment inventories.

SUPERVISION

Special Education Instructional Paraprofessionals may be assigned.

PHYSICAL REQUIREMENTS/WORKING CONDITIONS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl.. The employee must regularly lift and/or move up to 40 pounds.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment including classrooms, cafeterias, hallways, playgrounds, gyms, and other spaces accessible to students. The Employee may be required to work from a remote location in the event of a district shut-down or other event.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

TRANSPARENCY IN PAY AND BENEFITS

Adams 14 is committed to transparency in compensation and benefits and complies with Colorado's Equal Pay for Equal Work Act. We offer a competitive and comprehensive benefits package designed to support the health, financial security, and well-being of our employees.

Compensation for this position is **\$64,501 to \$121,414** per year (2025-2026), based on verified experience and qualifications, and aligned with the Adams 14 salary schedule. This position is scheduled for **188** work days annually. Additional compensation opportunities may be available through stipends or supplemental assignments, depending on job responsibilities.

Benefits include: Paid Time Off (PTO), Medical, dental, and vision insurance plans, District contributions to Health Savings Accounts (HSA), Flexible Spending Accounts (FSA), Employee Assistance Program (EAP) with free and confidential support services, Wellness and preventive care programs. Voluntary coverage options for life insurance, accidental death and dismemberment (AD&D), critical illness, cancer care, legal assistance, and accident insurance are available for all full-time staff.

Retirement and voluntary benefits include: Membership in the Colorado Public Employees' Retirement Association (PERA) and optional retirement savings plans including 403(b) and 457(b).

For more detailed information, please review the Adams 14 Employee Benefits Guide, available on the District website

Employee Printed Name: _____
Signature: _____

Employee ID Number: _____
Date: _____