

## TEACHER, SPECIAL EDUCATION

### **DEFINITION**

Under direction, provides direct services to students with a range of moderate to extensive support needs for physical and developmental disabilities, including emotional disturbances and autism; designs and provides an educational program that addresses academic, social, and emotional needs; instructs and trains students through modeling behavior; adjusts, individualizes, and adapts educational programs to help students become as independent as possible; assesses, monitors and reports on student eligibility and progress; works collaboratively with parents, staff and agencies to address educational needs of students; and perform related duties as assigned.

### **SUPERVISION RECEIVED AND EXERCISED**

Receives direction from assigned supervisory or management personnel. Exercises technical and functional direction over and provides training to instructional assistants.

### **CLASS CHARACTERISTICS**

This journey-level classification is responsible for independently performing professional duties in providing instructional services to students with a range of moderate to extensive support needs for physical and developmental disabilities. Positions at this level exercise judgment and initiative in their assigned tasks, receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the work unit.

### **EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)**

*Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.*

- Provides and manages an optimal learning program for assigned students by setting appropriate academic, functional and behavioral goals, using effective learning strategies to further student growth and development, evaluating progress based on stated performance criteria and modifying instruction as needed to maximize achievement.
- Instructs students with a wide range of cognitive and physical abilities, many of whom have receptive and expressive language needs and/or other secondary disabilities in language, readiness, and academic skills.
- Designs and provides individualized instruction that addresses students' academic, physical, emotional, and social needs; provides instruction in self-care and basic living skills, vocational and social skills and applied academics.
- Assesses students using a variety of formal and informal assessment tools to ascertain levels of functioning and progress toward established goals.
- Facilitates the collection of assessment data and uses the results to inform instruction.
- Develops Individual Education Programs (IEP) and Individual Transition Plans (ITP); adheres to IEP/ITP timelines and legal requirements; collaborates and consults with the IEP team in the evaluation, educational placement and recommendations for teaching strategies and accommodations to address students' educational needs.

- Develops and uses various behavior management techniques geared to each student in order to elicit appropriate student behaviors.
- Plans and coordinates the work of instructional assistant(s) assigned to the classroom regarding curriculum implementation, classroom management and other duties.
- Attends to student health and personal hygiene needs on a daily basis, which may include, but not limited to, toileting, diapering, dispensing medication and performing medical procedures, as per the student's IEP; regularly consults with assigned nurse to ensure student needs are met.
- Prepares and maintains in a timely manner a variety of records and reports in compliance with department, agency, county, and state requirements.
- Establishes and maintains a sanitary, safe, orderly, attractive and positive learning environment.
- Maintains strict student and parent confidentiality.
- Attends and participates in a variety of meetings, committees, conferences, in-services and/or special events.
- Stays current with educational methodology, technology, issues, laws and regulations, and best practice instructional techniques regarding special education, educational trends, and other issues related to children with exceptional needs.
- Performs related duties as required.

## **QUALIFICATIONS**

### **Education and Experience:**

*Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:*

#### **Education:**

- Equivalent to a bachelor's degree from an accredited college or university.

### **Licenses and Certifications:**

- Possession of a valid California Education Specialist Instruction Credential.

### **Knowledge of:**

- Learning and child development theories, including normal and atypical development.
- Physical and developmental disabilities, including emotional disturbances and autism.
- IEP development and implementation and case management strategies to ensure IEP compliance and implementation.
- Basic understanding of Augmentative and Alternative Communication relating to supporting students' use of unaided, aided, and electronic communication aids.
- Operation of specialized health care equipment and student health and personal hygiene procedures for students with extensive support needs.
- Impact of students' disabilities on family interactions and educational performance.
- Content and development of educational assessments; techniques for conveying the assessment results to staff and family.
- Evidence-based practices regarding curriculum, instructional design, and delivery systems for students with extensive support needs.
- Classroom strategies, structures, and routines that support positive behavior support outcomes.
- Appropriate assessment methods and instruments.
- Availability and utilization of inter-agency and community resources.
- Principles of providing functional direction and training.
- Safety principles and practices including crisis de-escalation strategies, conflict resolution, and other Positive Behavioral Intervention Supports.

- Applicable federal, state, and local laws, codes, and regulations as well as industry standards and best practices pertinent to the assigned area of responsibility.
- Techniques for providing a high level of customer service by effectively dealing with the public, vendors, contractors, and Office staff.
- The structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.
- Modern equipment and communication tools used for business functions and program, project, and task coordination, including computers and software programs relevant to work performed.

**Ability to:**

- Provide appropriate and engaging learning experiences based on IEP/ ITP in the areas of independence, health, communication, social behavior, academics, and career/vocational skills.
- Administer appropriate assessments and interpret history and assessment data.
- Implement effective case management strategies to ensure IEP compliance and implementation.
- Develop and maintain a data collection system to track student progress on IEP/ITP goals and objectives.
- Develop and implement IEPs for students incorporating equitable and inclusive pedagogy.
- Physically respond to students requiring behavioral or crisis interventions and physically assist students requiring direct self-help care.
- Counsel, confer, and collaborate with students, parents, professionals and agencies.
- Maintain a safe work environment utilizing crisis de-escalation strategies, conflict resolution and other Positive Behavioral Intervention strategies.
- Plan, organize, and coordinate the work of assigned staff.
- Effectively provide staff leadership and work direction.
- Understand, interpret, and apply all pertinent laws, codes, regulations, policies and procedures, and standards relevant to work performed.
- Prepare clear and concise reports, correspondence, documentation, and other written materials.
- Use tact, initiative, prudence, and independent judgment within general policy and procedural guidelines.
- Independently organize work, set priorities, meet critical deadlines, and follow-up on assignments.
- Communicate clearly and concisely, both orally and in writing, using appropriate English grammar and syntax.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.
- Effectively use computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks.

**PHYSICAL DEMANDS**

Must possess mobility to work in a standard office or classroom setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a classroom classification including standing in work areas and walking between work areas required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office and classroom equipment. Positions in this classification frequently bend, stoop, kneel, reach, push, and pull. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 50 pounds with the use of proper equipment.

### **ENVIRONMENTAL CONDITIONS**

Employees work in an office, classroom, and outdoor environment with moderate to loud noise levels, cold and/or hot temperatures, and exposure to blood and body fluids while providing personal assistance to student(s) with daily activities and rendering First Aid and CPR. Employees interact with clients with behavioral disorders/erratic and assaultive behavior, including those which require emergency crisis intervention. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.