



DUAL LANGUAGE IMMERSION PROGRAM LEARNING SPECIALIST STANDARD POSITION DESCRIPTION

Position Title: Teacher

Reports to: Principal or Assistant Principal

Bargaining Unit: Yes

Location: Assigned School (s)

FLSA Status: Exempt

This is a standard position description to be used for licensed positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The employee is primarily responsible for effective teaching and learning of the assigned student(s) in English and in the target language and developing and implementing dual language practices. As a special education teacher in a Dual Immersion Program, employee will instruct using commonly accepted professional dual language immersion practices as well as research based instructional strategies in the Resource support center and/or dual immersion classroom. As a special education teacher, employee may teach in a variety of elementary and/or secondary educational settings to include but not limited to life skills (Structured Learning Center – Academics), behavior development (Structured Learning Center – Behavior), communications, and learning Resource/Support. Primary responsibility shall include student safety, collaboration with other teachers and specialists and attention to the student's specific targeted goals related to the learning disability.

Part II: Supervision and Controls over the Work:

The employee works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The employee's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of state statutes, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities:

1. The teacher plans for student success based on assessed needs of individual students and the use of data and information to determine each student's current knowledge and skill level, set student learning goals, and assess student progress. As part of the planning process, the teacher

leads or assists in identifying and in complying with teaching and learning and student accommodation requirements under Individual Education Plans (IEP).

2. The teacher works collaboratively in a professional learning community with other teachers, support staff, multi-disciplinary teams, and others as appropriate, in addressing the needs of students and developing effective teaching and learning practices in both English and in the target language. Through collaborative practices, the teacher provides appropriate consultation and interventions for students at risk and facilitates the identification of students for Special Education when appropriate.
3. The teacher case manages and maintains legal and NCSD procedural compliance for students assigned to their caseload and/or considered for special education eligibility.
4. The teacher regularly conducts planning for lessons using culturally relevant teaching practices as well as commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) consistent with school/district approved curriculum and instructional practice.
5. The teacher maintains and provides reasonable and meaningful student grading, progress monitoring and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents in both English and in the target language.
6. The teacher integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities including the preparation of IEPs.
7. The teacher creates, communicates, and maintains classroom management practices that effectively engage students in the learning process.
8. The teacher facilitates and/or participates, at least annually, with IEP team to review student progress and to evaluate the appropriateness of the Individualized Education Program.
9. The teacher facilitates and/or participates, at least every three years, with the IEP team to reevaluate all students with disabilities in order to determine if the student remains eligible for services.
10. The teacher designs and implements record keeping and communication procedures, to ensure that information gathered to identify and evaluate students is kept confidential.
11. The teacher provides training to assigned support staff within their classroom or program to include strategies, techniques and resources deemed appropriate in a students' behavior support plan and/or instructional plan.

12. The teacher actively participates in faculty, grade level, department, and curriculum meetings.
13. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when appropriate.
14. The teacher assists in the supervision of students at school activities and events.
15. The teacher will perform other duties and responsibilities as assigned.
16. The teacher will establish a professional growth plan and annually review the plan and progress with the administrator.

Part IV: Minimum Qualifications:

- Successful experience working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Successful completion of a teacher certification program at an accredited college or university, and valid state certification(s) and/or endorsement(s). Must hold or be eligible to obtain Special Education Endorsement
- Successful teaching experience or demonstrated potential to effectively teach in a dual immersion program and knowledge and skill in applying IDEA requirements and procedures.
- Demonstrated content knowledge and ability to use precise and/or academic language in both English and in the target language for subjects/levels being taught.
- Possess analytical and diagnostic skill to assess student special needs and translate such needs into an effective instructional plan for the student.
- Demonstrated ability to effectively communicate the individual development plan and to coach and support staff and teacher colleagues so that they may effectively implement their responsibilities under the plan
- Ability to effectively communicate with parents, students, and staff verbally and in writing in both English and in the target language.
- Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
- Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
- Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques that are proven effective in dual language education.
- Knowledge of child development and culturally responsive teaching practices and ability to apply that knowledge to the selection and application of curriculum materials and instructional strategies.
- Skill and ability to utilize technology to aid instruction, assessment and learning.
- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- Any position specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications:

- Successful experience teaching in a diverse student environment.
- Successful experience in the grade level(s) and/or content area(s).

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. The employee may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 25 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

The employee may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.

