

Job Description

SPECIAL EDUCATION TEACHER

Job Purpose

Provide instruction and support in a variety of settings per District approved courses of study and curriculum, at a rate and level commensurate with established student expectancies and goals.

Responsible To

School Principal/supervisor or designee

Subordinates

Classified and unclassified personnel as assigned

Functions

Essential Functions

1. Serves as a teacher in one of the following areas of specialization that includes Mild/Moderate Disabilities (M/M), Moderate/Severe Disabilities (M/S), Deaf and Hard of Hearing (DHH), Visual Impairments (VI), Physical and Health Impairments (PHI), and Early Childhood Special Education (ECSE), providing instruction according to District approved courses of study and curriculum, at a rate and level commensurate with established student expectancies and Individualized Education Plan (IEP) goals and objectives.
2. Uses information about individual students' academic strengths and needs in planning.
3. Designs activities to engage students in cognitively challenging work aligned to standards.
4. Establishes a classroom environment that is safe and supportive, risk-taking is encouraged, students feel free to contribute their ideas, and teacher and student interactions are respectful and polite to promote a positive learning environment for all students.
5. Initiates or participates in IEP meetings with administrators, faculty, parents, and other parties involved to develop an IEP for eligible students.
6. Utilizes District approved behavior modification techniques to implement the IEP goals and continually monitors student progress toward IEP goal achievement.
7. Lifts, maneuvers, and positions students into and out of assistive and/or ambulatory devices to meet the requirements of the IEP.
8. Attends to the basic needs of the students, such as feeding, cleaning, toileting, and diapering to meet the requirements of the IEP.
9. Generates, organizes, and maintains the appropriate IEP records and other related due process documents for students served, referred, or assessed.
10. Provides clear behavior expectations for students and monitors student behavior throughout the class and school campus.
11. Follows established policies and procedures for reporting incidents (e.g., child abuse, substance abuse, harassment, and violence).
12. Communicates with families to create a partnership around student learning by providing information about the instructional program and the progress of their child(ren); advocates the special needs of the students with the school and community.
13. Reflects on practice and student work to determine what went well and what changes could improve instruction and uses reflection to inform future instruction.
14. Evaluates the performance of subordinate personnel.

Other Functions

1. During periods of critical shortage or other emergency situation shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent and that are a part of the class description requirements in effect at the time such duties are performed.
2. Performs other duties in accordance with the Collective Bargaining Agreement and as assigned.

Qualifications

Education

An earned bachelor's degree from an accredited college or university.

Credential

1. An Education Specialist credential or equivalent or combination of credentials authorizing service in a specific disability and at the level of this class description, must be in force and on file.
2. English Learner Authorization.
3. "No Child Left Behind" (NCLB) compliance in each core academic subject taught.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Knowledge of the fundamental principles and accepted practices, current trends, literature, and research in special education.
2. Ability to plan, organize, prioritize, and manage time.
3. Positive attitude towards students, learning, and teaching.
4. Effective communication skills including giving clear concise instructions, using correct terminology and appropriate level of delivery, listening without bias, and providing appropriate feedback reinforcement.
5. Knowledge of teaching strategies and classroom management.
6. Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups.
7. Knowledge of effective methods for safely maneuvering, lifting, and/or transporting disabled or injured students.
8. Ability to communicate effectively with students, parents, peers, administrators, and other District personnel, both individually and as a group.
9. Ability to observe and evaluate student activities.
10. Ability to compose and comprehend written communication.
11. Ability to cope with crisis situations.
12. Ability to cope with multiple tasks.
13. Mobility to work at a multilevel site.
14. Ability to travel to other sites/locations.
15. Knowledge of computer-based programs and appropriate technological skills.

Special Physical Demands

1. Ability to safely lift, maneuver, and position students, with or without aid, when feeding, mobilizing, cleaning, and/or toileting.
2. Ability to properly use and manipulate equipment designed to support and/or transport a disabled or injured student.
3. Ability to appropriately and safely lift and/or transport, with or without aid, or otherwise support a disabled or injured student.
4. Mobility to traverse all areas of the work site.

Health

Physical and mental fitness to engage in teaching service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Special Requirements

Annual Blood Borne Pathogen training (new employees must complete prior to employment).

Employee: _____ Date: _____

[The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities duties and skills required of personnel so classified.]

This job description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of the position at any time.]

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