



JOB DESCRIPTION

<i>POSITION:</i>	SPECIAL EDUCATION TEACHER
<i>Reports to:</i>	Special Services Director
<i>Days/year:</i>	180
<i>Building:</i>	District Wide
<i>FLSA Status:</i>	Exempt
<i>Representation:</i>	San Juan Education Association
<i>Minimum Qualifications:</i>	Valid Washington State Teacher Certification with appropriate Endorsement.

Position Summary:

The Special Education Teacher is responsible for planning, developing, delivering and evaluating appropriate individualized educational services, learning programs and instruction for special needs students in both self-contained and integrated settings in consultation with other school personnel. The Special Education Teacher will provide special education services to meet the requirements of mild, moderate and severe needs students who have a range of learning, emotional, physical and developmental disabilities.

Essential Job Functions:

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

- Prepare teaching materials and reports for the purpose of implementing lesson plans and providing documentation of teacher and student progress
- Monitor student activities for the purpose of providing a safe and optimal learning environment
- Report incidents (child abuse, fights, substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment, and adhering to education code and district and school policies
- Provide an exceptional educational experience to all students; communicate an enthusiasm for learning
- Provide clear and focused instruction for all students by using a variety of teaching strategies to meet the needs of all students to assure successful learning through a defined course of study
- Advise parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment
- Assess and monitor students for the purpose of providing feedback to students, parents, and administration regarding student progress, expectations, and goals by using quality classroom-based assessments
- Collaborate with school personnel, parents, and various community agencies for the purpose of improving the quality of student outcomes, developing solutions, and planning curriculum and willingness to work with grade level team
- Direct instructional assistants, volunteers, and/or student aides for the purpose of providing an effective school program and addressing the needs of individual students and be supportive of parent volunteers in the classroom

- Utilize district adopted curriculum to guide instruction
- Establish and maintain standards of student behavior needed to provide an orderly, productive environment for learning
- Communicate regularly and positively with parents
- Maintain consistent presence at assigned worksite and regular work hours
- Professionally interact with students, staff, and public
- Establish and maintain professional contacts with students
- Comply with all district policies and procedures
- Comply with the Washington State Code of Professional Conduct
- Perform related duties as assigned

Desired Skills

- Ability to remain flexible to changes in assignments or situations
- Ability to perform a variety of specialized tasks; maintain records; establish and maintain cooperative working relationships with students, parents, and school personnel; work as a team member; and meet schedules and deadlines
- Ability to use a variety of teaching strategies which may include cooperative learning, constructive instruction, or additional research based facilitation
- Ability to define excellence by standards of performance
- Knowledge and application of quality classroom based assessment practices
- Knowledge of the unique physical, psychological and social changes students experience and a desire to help them grow in these particular areas
- Skills in establishing and maintaining effective working relationships with a wide variety of people
- Skills to motivate students, communicate with individuals from varied educational and cultural backgrounds, and direct and evaluate support personnel
- Skills in classroom management and organizational techniques
- Successful teaching experience and/or training with special education students with a variety of disabilities.
- Successful experience working as a team member with parents, para educators, general education and special education staff, administrators, and other service providers.
- Ability to write appropriate and compliant IEPs. Experience with IEP Online preferred.
- Ability to develop and consistently implement positive behavior supports for assigned students, throughout the school environment.
- Ability to successfully consult with general education teachers in the development of student schedules, classroom modifications and individualized programs for students.
- Ability to coordinate and oversee the duties and schedules of assigned para educators.
- Familiarity with a wide variety of techniques and materials that may be used to teach reading, writing, spelling, mathematics, study skills and social skills.
- Ability to use computers for instruction, IEP's and assessment.
- Experience in administering and interpreting a wide variety of diagnostic tools.
- Experience with procedures for progress monitoring, data collection, and maintenance of appropriate records.
- Ability to utilize and evaluate feedback for personal and professional growth.
- Demonstrated positive, willing attitude with mature and direct problem solving skills, strong interpersonal skills.
- Demonstrated commitment to continuous improvement, professional growth, and increased student achievement.
- Demonstrated success communicating with students, parents and staff.
- Ability to relay humor and positive regard to students and colleagues.

Minimum Qualifications:

- Valid Washington State teaching certification with appropriate endorsement for position required.
- Additional endorsement a plus.
- Excellent oral and written communication skills.
- Successful teaching experience at appropriate grade level preferred.
- Experience and/or knowledge of age appropriate teaching methods and state curriculum framework as pertains to implementation of Washington State Essential Academic Learning Requirements.
- Experience and/or training with cultural, ethnic and language diversity preferred.
- Successful WA State Patrol and FBI fingerprinting clearance.
- Proof of MMR immunization (if born 1/1/1957 or later).
- I-9 Employment Eligibility in compliance with the Immigration Reform and Control Act.
- Completion of all district-required trainings within thirty (30) calendar days form hire date.

Work Conditions:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. The employee is confined to a work area, required to have precise control of fingers and hand movements; experiences constant interruptions and inflexible deadlines; and must be able to stoop, crouch, crawl, bend, kneel, stand for periods of time, and lift in order to assist a student with personal care. The employee is required to deal with distraught and/or angry persons and may be exposed to infectious diseases carried by children. The noise level in the work environment is acceptable to this particular environment and can vary depending upon daily activity but will remain within acceptable ranges.

Physical Requirements Include:

Continuous (2/3 to all the time, possibly the full day): Talking, Hearing, Seeing, Handling, Fingering, Grasping.

- Frequent (1/3 to 2/3 of the time or up to 6+ hours of an eight-hour day): Standing, Walking, Bending, Stooping, Crouching, Squatting, Reaching
- Occasional (1/12 to 1/3 of the time or up to 2 ½ hours of an eight hour day): Sitting, Lifting, Carrying up to 50 pounds, Turning, Twisting, Kneeling
- Rare (0 to 1/12 of the time, 40 minutes of an eight hour day): Climbing, Balancing, Pushing, Pulling
- Not Present: Jumping, Crawling

Reports to:

Reports to the Special Services Director

Evaluation:

The Special Services Director will evaluate the Special Education Teacher periodically pursuant to the currently established district procedures and evaluation criteria. The process shall include an evaluation of the employee's performance of the above essential job functions.

Conditions:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Classification History:

Created August, 2020