

SECTION I: GENERAL INFORMATION

Classification Title: Special Education Teacher	Department:	Unit: Teachers
Immediate Supervisor: Building Principal/Director of Special Education	Grade Placement:	FLSA Status: Exempt
<p>Job Summary:</p> <p>Under the direction of the Director of Special Education and the Building Principal, the Special Education Teacher is responsible for assisting the District in assessing and identifying students with special needs such as learning disabilities, health impairments, developmental cognitive delays or other similar needs according to eligibility criteria. The Special Education Teacher plans for, develops and implements individualized education programs and instruction in academic areas in collaboration with other educational professionals, parents and administrators in designing, modifying and delivering educational services.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Plans, develops and writes individualized learning goals, objectives, learning strategies and behavior management plans for students with special needs and lesson plans for instruction.
2. Provides classroom instruction to in academic areas and curriculum with regard to the individualized educational plan of students and their needs.
 - Teaches specific learning objectives.
 - Teaches to appropriate levels of difficulty.
 - Adapts curriculum and materials to best need the needs of students.
 - Assesses student progress and determining the need for additional reinforcement or adjustments to instructional plans/techniques/IEPs/goals.
 - Employs various teaching techniques, methods and principles of learning to best the needs of students and district learning outcomes.
 - Prepares lesson plans for specific direct instruction.
3. Addresses and performs crisis intervention and behavioral interventions. Collaborates and works with parents, students, other instructional personnel in addressing behavioral, academic or emotional issues and assists in the development of appropriate interventions as situations arise or occur.
4. Serves as a case manager and carries out all steps and procedures of the Special Education assessment process including the preparation of all due process forms; assessment procedures, determining eligibility, needs, recommendations and written evaluations; monitors student schedules for appropriateness throughout the year; meeting with parents and staff to share results. Completes all required due process paperwork required and/or mandated by state and federal laws or as required by the District.
5. Participates, facilitates meetings, and/or conducts IEP meetings with parents, teachers, administrators or other educational professionals to discuss student needs and progress and to formulate a consensus regarding student needs, goals and strategies to achieve these individual goals for the student. Collaborates with team members to determine what classes will be taken, what types of specialized instruction will be needed, needed graduation requirements, reward systems, behavioral plans and work programming that may be required.

6. Collaborates with parents and informs them regarding student progress, programming issues, or home situations. Collaborates with other district professionals and outside agencies (e.g. social workers, service providers, guardian ad items, county staff, etc.) regarding student progress, needs, behaviors, plans, grading and other issues.
7. Performs other duties of a comparable level or type, as required.
 - Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
 - Attends training sessions, conferences, seminars, district and departmental meetings.
 - Keeps abreast of changing developments, trends, instructional and educational technologies.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION:	
less than high school diploma		Type of degree: (B.S., M.A., etc.) Bachelor's Degree	
High school diploma or GED.		Major field of study or degree emphasis:	
1 year college		Education and focus on a Special Education area and specialty area (e.g. ASD, EBD, SLD, DCD)	
3 years college	x	2 years college	
		4 years college	
1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
2nd year graduate level		<ul style="list-style-type: none"> • Teaching principles, practices, techniques and approaches. • Child development theories and development stages and needs. • Laws, rules, guidelines and regulations pertaining to special education programs and due process requirements. • Current trends, theories and technologies pertaining to learning and instruction. • Special education assessment procedures and techniques, due process requirements, test construction, evaluation methods, learning outcomes and standards. • Subject material, concepts and issues related to grade/subject of assignment. • Basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases). • Instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements. 	
Required Work Experience in Addition to Formal Education/Training: Requires the completion of a 3-6 month student teaching or practicum experience.			
LICENSE/ CERTIFICATION		Identify licenses/certification required: Valid MN driver's license. State of MN Teaching License.	



ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	<p>Skilled in:</p> <ul style="list-style-type: none"> • Skilled in planning and developing lesson plans, learning and behavior objectives; developing and writing of individualized educational plans for students with special needs. • Skilled in delivering educational instruction and material tailored to the needs of individual students, and consistent with the educational requirements and objectives of the District with the requirements and laws pertaining to special education. • Skilled in assessing and evaluating special education needs and in monitoring student progress. • Skilled in crisis intervention techniques and use of proper restraint procedures. • Communication and group facilitation skills for conducting staffings for special education students and educational team. • Leading group processes/discussions, utilizing a variety of instruction aids and technologies. • Maintaining, documenting and updating due process records in accordance with laws, rules and/or regulations. • Ability to deal effectively and appropriately with parents, students, staff and other educational professionals over instructional needs, concerns or problems of the student and district. • Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs. • Advises and makes recommendations to district administrators or committees concerning needs in curriculum and learning approaches, building site issues; event planning, or other activities as assigned.
--	---

PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

Amount of Time Spent					Amount of Time Spent				
Physical Activities	None	1/3 Less	1/3 to 2/3	Over 2/3	Lifting/Forcing Exerting	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			x		Up to 10 lbs		x		
Walk				x	Up to 25 lbs		x		
Sit		x			Up to 50 lbs		x		
Use hands to finger, handle or feel				x	Up to 100 lbs	x			
Reach with hands and arms	x				Over 100 lbs.	x			
Climb or balance	x								
Stoop, kneel, crouch or crawl		x							
Talk or hear				x					
Taste or smell	x								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:
Medium Work:
 Exerting up to 50 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

HAZARDOUS WORKING CONDITIONS	<p>Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in a typical classroom and/or resource room settings where there may be some environmental hazards and risks. Employee(s) may be exposed to some disagreeable conditions involving human/student contact, verbal outbursts, physical aggression, exposure to body fluids and the like.</p>
-------------------------------------	--



SECTION IV: DISTRICT MISSION AND CORE VALUES

<p>OUR MISSION</p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p>CORE VALUES</p>	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
<p>MISSION OUTCOMES</p>	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
<p>STRATEGIES</p>	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
<p>STRATEGIC DELIMITERS</p>	<p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature
Date

Classification History:
 Created classification description 4/2016 BCC

