



Education that inspires...Opportunities for all

GURNEE SCHOOL DISTRICT

56

JOB DESCRIPTION: Special Education Teacher

POSITION: Special Education Teacher

REPORTS TO: Building Administration

DESCRIPTION:

A successful special education teacher will plan, organize, and implement an appropriate instructional program in an elementary or secondary learning environment that guides and encourages students to develop and fulfill their academic potential and meet or exceed their IEP goals. The special education teacher will also manage student behavior and safety through providing engaging lessons, implementing behavior plans, building relationships with students and their family, and providing adequate supervision to students within their work areas. Special education teachers are responsible for the safety and management of students both inside and outside of the classroom.

QUALIFICATIONS:

1. A valid Professional Educators License in the state of Illinois
2. Must hold an LBS1 (Learning Behavior Specialist 1 endorsement)
3. Such alternatives to the above qualifications as the board may find appropriate and acceptable

PROFESSIONAL RESPONSIBILITIES FOR ALL DISTRICT 56 EDUCATORS:

- **District Mission and Values** – Support and contribute to the successful implementation of the Portrait of a Graduate and the completion of the 5-Year Strategic Plan.
- **District Policies and Procedures** – Professional staff should conduct themselves in a manner that aligns with policy and procedures.
- **Instructional Effectiveness and Skills** – Professional staff must continually work towards excellence.
 - Make good use of instructional materials and technology available in the school.
- **Learning Environment** – Professional staff must demonstrate their understanding that their work environment is an instructional tool for the development of students as learners.
- **Professional Relationships** – Professional staff must develop positive work relationships with colleagues, parents, community members, and students.
- **Personal Attributes** – Professional staff are expected to contribute to a healthy work environment through the manner in which they present themselves and work with others.

- **Professional Responsibilities** – All professional staff are expected to participate at both the building and district levels with various committees and special projects in support of district objectives.
 - Complete all assigned tasks, communications, and paperwork in the given/appropriate timeline.
 - Attend and participate in meetings at both the building and district level as required.
 - Represent grade level or content teams on various committees as needed.

SPECIFIC POSITION RESPONSIBILITIES: Special Education Teacher

1. Instructional Effectiveness and Skills

- a. Show evidence of daily and long-term planning. Use diverse and effective teaching materials aligned with the Gurnee School District 56 curriculum.
- b. Maintain command of the subject material and developmentally appropriate learning process. Keep abreast of educational change.
- c. Use effective, discerning, and varying instructional methods that result in engaged and motivated students.
- d. Differentiate, as appropriate, for the varying instructional levels in the classroom; using ongoing assessment data to inform instructional decisions.
- e. Develop and implement an age-appropriate classroom management plan that aligns with the school building's existing Positive Behavior Intervention System (PBIS).
- f. Utilize and collaborate with the general education system and staff to support students receiving special services.
- g. Implement grading and evaluation procedures consistent with the standards and policies of the district. Evaluate students consistently and in a positive manner. Inform parents of student progress throughout the school year, in addition to conferences and report cards. Phone calls, emails, and other technology tools are encouraged, but one method should not be used exclusively.
- h. Provide research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP.
- i. Assess student progress and determine the need for additional reinforcement or adjustments to instructional techniques.
- j. Employ various teaching techniques, methods, and principles of learning to enable students to meet their IEP goals.
- k. Develop and implement annual Individualized Educational Program (IEP) plans for students.
- l. Adhere to procedural requirements and all special education timelines.
- m. Coordinate the delivery of special education services in each student's IEP.
- n. Schedule and coordinate IEP meetings with the IEP school-based team, parents, and any outside agencies.

2. Learning Environment

- a. Create a classroom that is an interesting, stimulating place for pupils to work and appropriate to their maturity and interests. Maintain physical arrangements of the classroom for effective learning, behavior management and support of the social and emotional well-being of students.

3. Professional Relationships

- a. Show concern for the welfare of colleagues. Work cooperatively with other members of the staff. Participate in school related activities. Show mature and ethical responsibility in all interactions. Respond positively to suggestions for improvement from the administration.
- b. Maintain kindness, consideration, respect, helpfulness, and fairness with students.
- c. Exhibit an approachable manner when working with parents or community members. Maintain active communication with parents. Maintain tact and sensitivity. Phone calls, emails, and other technology tools are encouraged, but should not be used exclusively.

- d. Maintain confidentiality when working with information regarding a student and/or their family. Manage all information in a professional manner.
- e. Provide instructional direction to paraprofessional support staff: assign activities, provide guidance and instructional oversight.
- f. Provide consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans, and other similar instructional interventions to meet the needs of students with disabilities.

4. Personal Attributes

- a. Set an example for students in grooming, general appearance, and personal characteristics. Use voice effectively and articulate the spoken work in a professional manner. Exhibit interest and enthusiasm about work and be reliable and punctual.
- b. Maintain self-control and a positive attitude. Develop a support network of colleagues within the building to provide support when necessary.
- c. Show good social adjustment by exhibiting discretion, courtesy, tact, poise, humor, and warmth in human relations. Be cooperative and collaborative.
- d. Always practice ethical conduct.
- e. Act as the advocate and primary contact for families and students with special needs.
- f. Exhibit knowledge of special education laws, rules, and regulations and District policies and procedures.
- g. Exhibit the ability to administer, score, and interpret special education assessment tools and procedures.

5. Other

- a. The special education teacher shall perform other such tasks as may be assigned from time to time by the building administration and/or Superintendent or their designee.

Evaluation: Performance of this position will be evaluated in accordance with provisions of the agreed upon Evaluation of Certified Personnel with the bargaining agency.