



## Lafayette Parish School System Job Description

**Job Title:** Classroom Teacher – Special Education  
**Department:** School Based  
**Reports To:** Principal  
**Approved Date:** 07/2024

**Salary Scale:** Teacher Pay Scale  
**Pay Grade:** N/A  
**FLSA Status:** Exempt  
**Days:** 182-days  
**2002 Sales Tax Eligible:** Yes

**SUMMARY OF POSITION:** 50% of a teacher’s evaluation will be based on professional practice (qualitative measure) using the Louisiana Components of Effective Teaching in conjunction with 50% on growth in student achievement. Measures of student growth will be aligned with the Lafayette Parish School System’s Evaluation Manual in compliance with Bulletin 130 – guidelines. Performs duties and fulfills responsibilities under the direction and guidance of the assigned Academic and Staff Administrators.

**EMPLOYMENT TERMS:** The teacher shall be employed under the following terms: Work year of 182 days; Salary, benefits, leave time and conditions are approved by the Lafayette Parish School Board. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Louisiana State Board of Education.

**QUALIFICATIONS: EDUCATION AND/OR EXPERIENCE:** Individual must hold a valid Louisiana Teaching Certificate, meeting the requirements listed in the Louisiana Standards for State certification of school personnel, Bulletin 746, Part III, IV, V, VI, VII, IX and X; minimum requirements as stated in Bulletin 746.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** Other additional duties/responsibilities assigned by the Supervisor and/or Superintendent may be assigned.

### **DOMAIN 1: INSTRUCTION**

1. All learning objectives and state content standards, and their connection to student work expectations, are explicitly communicated and understood by students.
2. Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives.
3. Expectations for each student’s performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives.
4. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued.
5. Teacher displays extensive content knowledge and understanding of both state standards and instructional materials, including their curriculum, for all the subjects they teach.
6. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.
7. Teacher practices display understanding of each student’s anticipated learning abilities and challenges.
8. Teacher consistently provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught.

### **DOMAIN 2: DESIGNING AND PLANNING INSTRUCTION**

1. Instructional plans include:
  - a. measurable and explicit objectives aligned to state standards and aligned curriculum, both in content and in rigor;
  - b. activities, materials, and assessments are aligned to state standards; content, including curriculum; and success criteria; sequenced and scaffolded based on student need; build on prior student knowledge
  - c. evidence that the plan is appropriate for the age, knowledge, and interests of all learners;
  - d. evidence that the plan provides regular opportunities to accommodate individual student needs and student choice

### **DOMAIN 3: THE LEARNING ENVIRONMENT**

1. Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated materials and resources to ensure equitable access to learning.
2. Teacher creates learning opportunities where all students consistently experience success.
3. Teacher optimizes instructional time to ensure each student meets their learning goals.

4. Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment.
5. Teacher quickly attends to disruptions with minimal interruption to learning.
6. The classroom:
  - a. welcomes all students and guests; provides a safe space; is clearly organized; has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students.
  - a. promotes a positive and inclusive classroom environment.
7. Teacher seeks out and is receptive to the interests and opinions of all students.

#### **DOMAIN 4: PROFESSIONALISM**

1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.
2. The educator appropriately attempts to implement new learning in the classroom presentation in professional development meetings.
3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and principal observations.
4. The educator makes thoughtful and accurate assessments of his/her lessons effectiveness as evidenced by the self-reflection after each observation.
5. The educator offers specific actions to improve his/her teaching
6. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.
7. The educator actively supports school activities and events.

#### **DUTIES – Community Skills**

- Obtain and maintain worksites by partnering with local stake-holders in the community, through planning, orientation, modeling and weekly monitoring to meet inter-agency agreement standards.
- Maintain schedules for all community activities with local stake-holders, teachers/schools and bus drivers-
- Adjust and/or develop concise, streamlined policies and procedures for all new or changing community instructional locations in partnership with stakeholders
- Maintain clear communication with school-based administrators regarding all community skills information that effects their school campus and staff

#### **DUTIES – Homebound**

- Provide instruction within the home for general education or special education students, who as a result of health care treatment, physical illness, or an accident, are temporarily unable to attend school
- Modify and/or adapt district curriculum while the student is receiving instruction in the home or designated facility
- Detailed progress reports must be completed prior to the report card dissemination and sent home each 9-weeks (12-weeks for preschool)

#### **DUTIES – Itinerant Pre-K**

- Must provide special education support and services as per the Individualized Education Program (IEP)
- Conduct IEPs for students with disabilities thirty days prior to the annual deadline
- Support general education teachers with accommodations, strategies and supports for students with disabilities within the inclusion setting
- Detailed progress reports must be completed prior to the report card dissemination and sent home each 9 weeks (12-weeks for preschool)

#### **DUTIES – Mentor Teachers**

- Modeling, coaching, instructing, and collaborating with teachers to build competency when working with students with disabilities
- Train and model effective process and procedures in the Individual Education Program (IEP) process

#### **DUTIES – Private School**

- Provide special education supports to private schools who are on the list of Brumfield V DODD approved schools
- Conduct Individual Education Program (IEP) meetings thirty days prior to annual due date
- Provide specialized instruction as per the IEP for students with disabilities in private schools

- Maintain a current and active special education roster
- Detailed progress reports must be completed prior to the report card dissemination and sent home each 9-weeks (12-weeks for preschool)

**RESPONSIBILITIES:** School-based certificated and/or licensed professional shall be expected to perform the following duties, along with the completion of corresponding documents, forms, and reports:

**Instructional Components**

- Fulfill duties traditionally expected of those in teaching/administration/itinerant profession (Oversee and/or produce lesson plans, instruction of students, collaborate with colleagues and departments, grade papers, take and record attendance, enter/average grades, supplemental tracking and/or support)
- Maintain positive and timely interaction with parents relative to the performance or conduct of students assigned to the teacher/school
- Oversees/participates in school committees or task forces to contribute to school improvement initiatives
- Oversees/participates in educational or coaching best practices and techniques
- Collaborate with those providing direct student instruction as well as professionals providing ancillary services
- Review, draft, study, recommend, and implement policies, curricula, and plans to improve the quality of instruction,

**Supervision Components**

- Supervision of students when students are on or off campus at a school related/sponsored event
- Supervision of students prior to school and/or drop-off, in classroom, between classes, during recess/intermission, during lunch, assemblies and after school events, when assigned
- Supervision of any school personnel for whom you may be responsible, as applicable

**Non-instructional Components**

- Attend meetings generally associated with the instruction of students and/or school/district improvement
- Attend faculty, staff/department meetings, training sessions meetings, parent-teacher conferences, back-to-school/open-house events, parent/student events such as parent orientations, open house, graduation, etc.
- Attend PGP, PIP, evaluation, observation, IAP, IEP, and student discipline meetings/hearings, school board/committee meetings, etc., upon request
- Establish/participate in school and/or district policies governing students and employees
- Planning and strategizing for future district/school improvement initiatives.
- Provide additional supervision and/or support for students who may need extra help, assistance, and/or ancillary services.
- Supporting extracurricular activities or athletic events that take place after school hours. (If applicable)
- Attend/participate in all meetings and functions of those extra-curricular activities, clubs, or groups of which the employee is a sponsor or assigned
- Represent the district/school at all functions and/or meetings at which a school representative is required, as requested

**METHOD OF EVALUATION:** Evaluations in accordance with the Lafayette Parish School System Policy GBI-Evaluation.

**PROFESSIONALISM AND CONDUCT STANDARDS:**

**Quality of Work** - attention to detail and accuracy of work that meets and exceeds expectations

- Completes tasks, reports, and documents accurately according to specified timelines and expectations; Makes wise and appropriate decisions after identifying and analyzing relevant information

**Availability** - punctual, adheres to work schedule and has overall satisfactory attendance

- Adheres to district guidelines relative to attendance; Regularly reports to work on time and work additional hours when deemed necessary and pre-approved by your immediate supervisor

**Communication Skills** - all verbal, non-verbal, visual, and written exchange of information is of satisfactory caliber

- Uses verbal and non-verbal communication in a manner respectful of others; Demonstrates skill in giving and receiving feedback; Uses active listening skills; Writes and speaks clearly and concisely so that the message is understood; Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments

**Interpersonal Skills / Teamwork** - works cooperatively with colleagues, students, parents, and vendors

- Promotes and supports a culture of inclusion, diversity, dignity, respect, and fairness for all stakeholders; Attends and constructively participates in meetings and professional development activities; Accepts and uses constructive feedback; Cooperates with building and district staff in planning and evaluation

**Personal Impact** - presentable, appropriate appearance for position, represents district positively

- Wears attire appropriate to job responsibilities; practices personal grooming that is appropriate for work environment; Develops and maintains a safe and caring environment for all of our stakeholders; Advocate positive personal behavior on or off campus and attempt to avoid improprieties or the appearance of improprieties

**Productivity** - performs work efficiently, on time, and effectively while uses available resources

- Identifies problems and issues and works collaboratively to contribute ideas and find solutions; Minimizes bias in self and others and accepts responsibility for his/her own actions

**Adaptability** - accepts and adjusts to change, performs multiple tasks, organizes work, sets work priorities, and performs other duties as assigned

- Follows directives as assigned by supervisor; Cooperates with administration in the performance of additional duties.

**Policy** – comply with all Lafayette Parish School System Policies and Procedures

- Adheres to laws, board policies and procedures, administrative rules, practices, and guidelines and applies all fairly, consistently, wisely, and compassionately; Adheres to ethical, legal and professional standards; Maintain the confidentiality of all School Board information by refraining from accessing, discussing, or disclosing anything outside the scope of employment unless authorized by immediate supervisor.
- The Lafayette Parish School Board shall require all personnel to follow the district/school calendar and holiday schedule during the school term. All employees are required to adhere to daily schedule, punctuality, and attendance set forth by the district.

**EXPECTATIONS:**

Expectations include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily along with adhering to the professionalism and conduct standards. The requirements listed above are representative of the knowledge, skills, and/or ability required.

**WORK ENVIRONMENT/PHYSICAL DEMANDS**

The work environment is representative of conditions an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee is occasionally exposed to a noise level in the work environment which is moderate to loud, outside weather conditions, a variety of childhood and adult diseases and illnesses, heated/air conditioned and ventilated facilities, a building in which a variety of chemical substances are used for cleaning, instruction and/or operation of equipment. This job does require public contact, both on the telephone and in person, under sometimes-stressful conditions.

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The usual and customary methods of performing the jobs functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, frequent stooping, kneeling, crouching, and/or crawling. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The information contained in this job description is in compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

\_\_\_\_\_  
Employee's Printed Name

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date