

JOB DESCRIPTION

TITLE: SPECIAL EDUCATION TEACHER

REPORTS TO: BUILDING PRINCIPAL

SUMMARY: Under the immediate direction of the principal or designee, the classroom teacher will implement the Board of Education adopted policies governing the philosophy and goals of education; courses of study, curriculum and evaluation of the educational program.

ESSENTIAL FUNCTIONS:

1. Abide by specific working conditions as identified in the Board of Education/Parma Education Association Negotiated Agreement.
2. Employ a variety of instructional techniques and instructional needs, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved, including technology. Adapt curriculum and provide alternative teaching techniques and assessments to best enhance student learning
3. Guide the learning process toward the achievement of curriculum goals and establish specific pupil performance objectives for all lessons, units, courses of study and projects. Ability to provide meaningful academic instruction according to grade level curriculum including the ability to adapt and/or modify curriculum as indicated on a student's IEP. Ability to deliver appropriate instruction. Assist in implementation of federal law and Ohio rules for educating handicapped pupils. Implement strategies to accomplish individualized program goals

OTHER DUTIES AND RESPONSIBILITIES:

1. Plan a program of study that, as much as possible, meets the individual needs, interests and abilities of the students. Ability to provide meaningful academic instruction according to grade level curriculum including the ability to adapt and/or modify curriculum as indicated on a student's IEP. Commitment to implementing scientifically based instruction in academic, social and behavioral learning opportunities. Consult with regular education teacher concerning modifications, adaptations or alternate assignments in regular education classroom for special education students. Demonstrate knowledge

of subject matter and present clear, complete and accurate explanations utilizing a variety of instructional techniques and media suitable to the level of learners

2. Create a classroom environment that is conducive to learning and appropriate to the maturity and interest of the students. Have skills that foster and facilitate learning and classroom management
3. Strive to implement by instruction and action the district's philosophy of education and instructional goals and objectives. Knowledge and practice of assessment requirements including Alternate Assessments according to "No Child Left Behind". Provide direct instruction in a resource/inclusion or tutorial setting
4. Assess the accomplishments of students on a regular basis and provide progress reports as required Ability to provide positive behavioral supports and interventions including Functional Behavior Assessments (FBAs) and the development of Behavior Intervention Plans (BIPs). Evaluate test scores to monitor progress of students
5. Diagnose the learning abilities of students on a regular basis, seeking the assistance of district specialists as required Ability to work successfully with students who are eligible for special education services in a variety of disability areas. Administer contract services for children. Assist in conducting programs for the identification of exceptional children
6. Take all necessary and reasonable precautions to protect students, equipment, materials and facilities. Ensure safety of students
7. Maintain accurate, complete and correct records as required by law, district policy and administrative regulations Ability to collect, record, and interpret student data and to utilize that data in developing and implementing a student's IEP. Prepare local, state and federal reports relative to areas of special education and pupil personnel services
8. Make provision for being available to students and parents for education-related purposes, when required to do so under reasonable terms. Ability to demonstrate problem-solving skills and flexibility in educational situations
9. Assist with the development and implementation of section 504 plans and IEP's, as appropriate Ability to compose, write, and deliver meaningful IEP's utilizing all relevant information and data. Develop IEP's for children; assist in scheduling IEP conferences. Follow individual student IEP's. Ensure that the IEP goals/objectives for students are met

10. Ability to function as an IEP team member in coordinating related services and providers according to student needs on the IEP. Serve as a member of IAT and IEP teams as required.
11. Report evidence of suspected child abuse to an appropriate authority and notify the building principal
12. Help communicate school rules to students. Maintain high standards for student conduct. Clarify behavioral expectations. Identify privileges and consequences. Uphold the student conduct code according to district policy. Consistently confront undesirable behavior calmly, firmly, and fairly. Protect the due process rights of students. Ability to implement effective classroom management skills
13. Participate in professional growth activities to maintain licensure requirements. Commitment to continued professional growth through participation in professional staff development opportunities and professional memberships
14. Serve as a role model for students. Demonstrate personal integrity, responsibility, impartiality, respect and courtesy
15. Plan and supervise purposeful assignments for teacher aide(s), tutors, volunteers and assistants. Ability to work with regular education teachers in inclusive classes. Provide classroom teachers with resource information
16. Attend staff meetings, in-service meetings and departmental meetings as stipulated within the BOE/PEA Agreement, or as requested by district administrators to do so under reasonable terms
17. Maintain respect at all times of confidential information
18. Make contact with the public with tact and diplomacy. Interact in a positive manner with staff, students and parents. Respond to routine questions and requests in a timely, appropriate manner. Promote good public relations by personal appearance, attitude and conversation
19. Assist coordination of activities between the school district and outside agencies
20. Work with regular classroom teachers in mainstreaming students
21. Compile and maintain an accurate inventory of special education materials
22. Perform bus duty, lunch duty, hall duty and playground duty as assigned

23. Perform other related duties as determined by the building principal

QUALIFICATIONS:

1. Must meet all qualifications of a certificated/licensed teacher. Appropriate licensure and/or certification including mild/moderate and moderate to intensive as stated in requirements from the Ohio Department of Education. Demonstration of HQT (highly qualified teacher) status in core subjects of Reading, English, Social Studies, and/or Science as applicable to grade level assignment above the sixth grade curriculum level. Intervention Specialist certificate
2. Knowledge and application of special education law, as specified in IDEA (Individuals with Disabilities Education Improvement Act) and "Whose IDEA Is This?" Assist in implementation of federal law and Ohio rules for educating handicapped pupils
3. Ability to provide leadership and direction and to work cooperatively with other professional staff
4. Ability to maintain effective relationships with teachers, administrators, staff, parents and community members Ability to work with paraprofessionals in educational settings
5. Ability to communicate effectively in written or oral form to staff, students, parents, and community members on a regular basis
6. Commitment to education
7. Meet the applicable requirement of a "highly qualified" teacher under the No Child Left Behind Act within the requirements

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:

1. Skilled in computer technology and software applications
2. Basic First Aid
3. Effective, active listening skills
4. Training in varied instructional design
5. Background/knowledge base in methodology and supervised practice

EQUIPMENT OPERATED:

1. Standard office machines

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. **Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.**

1. While performing the duties of this position, the employee is frequently required to stand, talk, hear and sometimes walk and sit.
2. While performing the duties of this position, the employee may occasionally pull, push, carry or lift up to 30 lbs.
3. The employee is responsible for the safety or well-being of other people.
4. Specific vision abilities required by this position include close vision, such as the ability to read handwritten or typed material and the ability to adjust focus.
5. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.
6. Move from building to building and be able to carry materials.
7. Use of personal vehicle is required in order to perform the minimum service.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the incumbent. The incumbent will be required to follow the instructions and perform the duties required by the incumbent's supervisor, appointing authority.

Superintendent or designee

Date

My signature below signifies that I have reviewed the contents of my job description and that I am aware of the requirements of my position.

Signature

Date

The information contained in this job description is for compliance with the Americans and Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position and additional duties may be assigned.