

TITLE: Special Education Teacher

QUALIFICATIONS:

1. Valid State of Illinois Professional Educator License for the grade level assigned with the Learning Behavior Specialist I Endorsement.
2. Such other qualifications of academic, professional, and personal excellence as the Board of Education may specify.

REPORTS TO: Building Administrator

JOB GOAL: Plan, implement and monitor the instructional programs as appropriate to content area to ensure that assigned students meet or exceed the expectations defined by the Illinois Learning Standards.

PERFORMANCE RESPONSIBILITIES: The Kirby School District 140 special education teacher is expected to meet the Illinois Professional Teaching Standards and Special Education Standards– Performance Indicators. Performance responsibilities include but are not limited to:

1. Considers the continuum of placement and services within the context of least restrictive environment when making educational recommendations for students.
2. Recommends referrals to appropriate specialists when more in-depth information about a child's needs is required for making educational decisions.
3. Collaborates with families and other professionals in conducting individual assessment and reporting of assessment results.
4. Develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction.
5. Uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modification in learning environments, curriculum and/or instructional strategies.
6. Creates and maintains accurate records.
7. Selects and uses appropriate technologies to accomplish instructional objectives.
8. Develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
9. Utilizes resources and materials that are developmentally and functionally valid.
10. Uses strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual's physical, sensory, and/or behavioral needs.

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11. Designs, chooses and implements instructional techniques and strategies that promote daily routines and successful transitions effectively.
12. Develops, implements, and evaluates the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities.
13. Applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems.
14. Coordinates activities with related services and regular education personnel to maximize instruction and time.
15. Develops and uses a variety of multi-sensory approaches that range from concrete to abstract to help students develop conceptual understandings.
16. Facilitates learning experiences that develop social skills.
17. Adapts materials according to the needs of individuals with disabilities.
18. Collaborates with a team, including families, to develop and implement individual student programs (Individualized Education Programs [IEPs], Individualized Family Service Plans [IFSPs], transition plans, etc.).
19. Demonstrates the ability to plan, direct, train, monitor, evaluate, and provide feedback to paraeducators, volunteers and/or peer tutors.
20. Maintains confidentiality of medical and academic records and respect for privacy of individuals with disabilities.
21. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
22. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
23. Communicates with parents/guardians to develop cooperative partnerships in order to promote students' learning and well-being.
24. Contributes to the well-being of one's school community.
25. Collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.

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26. Follows School District Policies and Administrative Procedures and codes of professional conduct, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
27. Reports any suspected child abuse or neglect as required.
28. Performs such other tasks and assumes such other responsibilities as administration may assign, in accordance with Board of Education policies and administrative procedures.

TERMS OF EMPLOYMENT: Salary and fringe benefits in accordance with the current Teachers Collective Bargaining Agreement. 180 work days annually established by the Board of Education.

EVALUATION: Evaluation will be in accordance with the District's Teacher Evaluation Plan.