

Waterbury Public Schools

JOB CLASSIFICATION DESCRIPTION

JOB CLASSIFICATION TITLE:

Teacher (Special Education)

BARGAINING UNIT CLASSIFICATION:

Waterbury Teachers' Association CEA-NEA

DEPARTMENT:

Special Education

REPORTS TO:

Building Principal or District Level Administrator

INCUMBENT NAME:**FLSA DESIGNATION:**

Exempt

PART I - SUMMARY OF CLASSIFICATION

This class is accountable for providing instruction and other educational supports such as case management to special needs students and assisting them in their academic and social development.

PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES**A. EDUCATION AND EXPERIENCE:****General Experience:**

1. Bachelor's degree from an accredited college or university.

B. CREDENTIALS:**C. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:**

1. Employment in this class is conditional upon possession of a valid Connecticut State Board of Education teaching certificate/endorsement(s) appropriate to the teaching assignment.
2. Comprehensive Special Education, K-12 – 165 endorsement.
3. Incumbents in this class may be required to possess a current Motor Vehicle Class D Operator License.

D. CONTINUING EDUCATION REQUIREMENTS:

1. Teachers in this job class must complete all State CEU requirements for re-certification.

E. KNOWLEDGE, SKILLS AND ABILITIES:

- Considerable knowledge of current best practices, laws, including due process and Individuals with Disabilities Education Act (IDEA), and interventions regarding the education of special needs students;
- Considerable knowledge of specific disabilities and familiarity with common children's mental health disorders, as well as specific strategies/interventions to use in the classroom;
- Knowledge of child development;
- Knowledge of educational philosophy, teaching methods and approaches, and currently researched best practices and strategies;

- Knowledge of educational testing;
- Knowledge of learning theory, and students' learning styles and needs, both academic and affective;
- Knowledge of Positive Behavioral Interventions and Supports (PBIS) and Scientific Research Based Interventions (SRBI);
- Skill in accommodations and adaptations for visual impairments, including reading and writing Braille, using low-vision devices, and utilizing assistive technology for vision impairments is required for some positions;
- Skill in classroom and behavior management;
- Skill in interpersonal relations, especially regarding working as a member of a team;
- Skill in interpersonal relationships, and the ability to work with students and staff in stressful situations;
- Skill in organization, and in verbal and written communications;
- Skill in signing, cued speech, and auditory-verbal areas is required for some positions;
- Skill in the five real-life transition areas is required for some positions;
- Skill in transitional service planning and remedial instruction;
- Skill in utilizing computer technology for educational purposes, including word processing;
- Skill in working with students having a wide range of disabilities;
- Ability to apply the principles of Positive Behavioral Interventions and Supports (PBIS) and Scientific Research Based Intervention (SRBI);
- Ability to be flexible regarding meeting the changing needs of students, as well as the varying modifications to District and State mandates;
- Ability to create a structured and efficient working environment for students;
- Ability to develop and update curriculum, lesson plans and associated materials necessary to meet the unique needs of the special education students;
- Ability to develop relevant assessment tools, and integrate the results of the assessments into instructional units;
- Ability to teach a variety of students, with varying disabilities, a variety of classes;
- Ability to work with individuals from diverse backgrounds.

PART III - POSITION SUPERVISES:

1. May provide work direction to paraprofessionals and clericals as assigned.

PART IV - ESSENTIAL FUNCTIONS

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

- Attends various meetings, such as staff, building, parent, team and case management;
- Communicates and provides consultation with team members, parents and guardians, and other outside agencies, regarding students, their interventions, medications, and programmatic needs;
- Develops data collection and data management systems; entering data into proprietary and other computer databases; analyzing data, identifying student needs, and recommending quarterly classes based upon individual student needs;
- Develops or utilizes assessment tools and progress reports, including the Illinois Interactive report cards;
- Develops positive and trusting relationships with students; counseling students and reviewing transition activities with students; and providing job coaching for students regarding their community job placement activities;

- Develops, adapts and implements curriculum and lesson plans and aligns curriculum with academic standards;
- Ensures that teams are utilizing concepts of least restrictive environment and best practices with students;
- On occasion, deals with student transportation issues such as transporting students in school vehicles, and serving as a contact regarding student problems on the school bus;
- Participates in staff development activities;
- Provides direct instruction using a variety of techniques including individualized instruction, lectures, team teaching, hands-on formats and other instructional strategies;
- Provides for the management of student behavior, including implementing disciplinary procedures. Assists with the development of individualized intervention plans; writing and implementing conditional procedures; and modeling specific strategies for other instructional staff;
- Provides for the safety of students including extreme weather, transportation, and unknown personnel; supervising students in building and on school grounds in areas other than the classroom, such as playgrounds, and as students board and disembark from school buses;
- Works with Individualized Educational Plan (IEP) teams in the development of Individualized Education Plans (IEP); providing for IEP management and reevaluation; assisting with goal writing in accordance with regulations and procedures; and setting up and participating in IEP conferences;
- May order supplies and materials related to curriculum and instruction;
- May provide in-service training to other staff;
- May serve as a case manager with regard to transition planning and plans at the Middle School and High School levels;
- May work with hearing impaired students on an itinerant basis;
- Performs other related duties as required.

PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

Frequency: Place an "X" in each box that is appropriate to your job.

NEVER (N)	OCCASIONALLY (O)				FREQUENTLY (F)	CONSTANTLY (C)			
0 % of Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
Working Conditions	N	O	F	C	Working Conditions	N	O	F	C
Physical Demands					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving		X		
Lifting		X			Physical Strength:				
Carrying		X			Little Physical Effort (-10 lbs.)		X		
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			Environmental Conditions				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on: July 25, 2019