

Escondido Union High School District Job Description

Job Title: Special Education Teacher
Employee Unit: Certificated Bargaining Unit
FLSA Status: Exempt
Salary Level: Certificated Salary Schedule
Approved By: Board of Education
Approved Date: January 15, 2008

SUMMARY

Under the direction of the Principal or designated administrator, the special education teacher provides specialized academic instruction and appropriate strategies and programs to students identified as disabled under eligibility criteria established by the Individuals with Disabilities Education Improvement Act of 2004 and the California Education Code.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Use peer-reviewed, research-based instructional strategies to facilitate learning in reading, mathematics and other content areas in order to improve academic achievement.

Prepare daily lesson plans utilizing a variety of specialized instructional techniques based upon the unique needs of individual students with a variety of learning challenges and disabilities.

Maintain appropriate classroom control and direct classroom activities to appropriate learning tasks.

Write or assist in writing legally defensible IEPs for students with disabilities, including individualized, appropriate, and objectively measurable goals that are reasonably calculated to provide educational benefit.

Monitor and evaluate individual student achievement, evaluate progress results and adjust the learning process as needed; provide timely feedback to students, parents, and general education teachers; collect relevant data to prove educational benefit.

Serves as chair of IEP meetings for students on the teacher's caseload; schedule IEP meetings with parents, general education teacher, administrator, and any other member of an IEP meeting required by law.

Demonstrate knowledge of federal and state special education laws, as well as Special Education Local Plan Area and District policies and procedures.

Provide students with specialized instruction based on the unique needs resulting from his/her identified disability.

Write or assist in writing effective behavior support or intervention plans for students; implement those plans as appropriate and monitor results. Write or assist in writing appropriate behavior goals.

Participate in manifestation determination review meetings for students as necessary.

Demonstrate knowledge of subject matter and present lessons with a clear and logical structure.

Collaborate and share relevant information with general education teachers, other special education teachers and related service providers.

Implement each student's IEP as it is written in accordance to the law.

Write or assist in writing appropriate Transition Plans that are related to the student's preferences and interests; develop goals and objectives to help the student achieve independence, productivity, and an ability to contribute to the community; demonstrate awareness of the agencies and services available to help students meet post-secondary goals.

Utilize academic learning time by adhering to an on-task agenda with procedures that are well understood by individual students.

Understand eligibility criteria and impact on learning for students with a variety of disabilities; demonstrates the ability to read and understand psychological reports, academic reports, and other related service provider reports and utilize each when developing an appropriate IEP.

Perform assessment and reassessment duties as required. Understands and is able to administer state standardized tests, teacher-made tests, and individual and group administered academic tests.

Perform other reasonably related duties as needed or required.

Prepares course objectives and outline for course of study following curriculum guidelines or requirements of state, district and school.

Keeps attendance records.

Participates in faculty and professional meetings, educational conferences, and teacher training workshops.

May perform related duties such as sponsoring one or more activities or student organizations, providing adult supervision for co-curricular events, serving on school and/or district committees, and working with team of colleagues responsible for improving instruction and school climate.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

Bachelor's degree from an accredited college or university and completion of fifth year college or university teaching credential program. Applicants must have knowledge of the education of the individuals with exceptional needs.

CERTIFICATES, LICENSES, REGISTRATIONS

Valid California Special Education credential and Single Subject Credential; Master's degree in special education preferred. EL Certification required.

KNOWLEDGE OF:

All areas of special education including: behavior management techniques.
Learning theories, curriculum development, and vocational development.
Assessment practices and statistics relevant to the behavioral sciences.
Current laws and regulations pertaining to students with disabilities
Policies and procedures pertaining to IEP development and implementation.
Microsoft computer applications, including Microsoft Word, Excel, GroupWise.

ABILITY TO:

Demonstrated ability to work and effectively communicate with administrators, teachers, classified personnel, parents and high school students; develop empathy with parents and students; plan, organize, and prepare IEPs, behavior and transition plans; show knowledge of agencies and personnel that can provide appropriate services to students with disabilities; exercise initiative; and possess mature judgment. Ability to create an atmosphere in the classroom where students are encouraged to develop their full potential; ability to communicate with students in a warm, caring, considerate manner, with the ability to find a balance between professional distance and concern for individuals; ability to organize classroom activities, maintain classroom order; ability to keep records and meet deadlines in grade reporting, attendance reporting, etc, and the ability to respond to parents and proactively keep parents informed of student progress, problems or concerns.

Ability to read, analyze, and interpret documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write lesson plans, speeches and articles using original or innovative techniques or style. Ability to make effective presentations to classrooms of students. Ability to work with mathematical concepts and to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

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 job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, and talk or hear. The employee frequently is required to sit. The employee is occasionally required to use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds, and occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

COMMENTS:

The Escondido Union High School District is committed to excellence in education and employees working under this job description are expected to share that commitment and to continue to grow through participation in staff development and professional growth; to serve as role models for students, to present a professional appearance, to demonstrate a caring attitude toward students, other staff and parents, to believe in and demonstrate a team effort, and to exhibit integrity and competence in serving as a teacher in the Escondido Union High School District.