

# Special Education Teacher

## Job Description

### Purpose Statement

The job of Special Education Teacher is done for the purpose(s) of providing support to the instructional process by serving as a teacher with specific responsibility for developing special education students' success in academics, interpersonal skills and activities of daily living; supervising students within the classroom and other assigned areas; developing lesson plans; delivering group and individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

This job reports to Building Principal and-Director of Special Services

### Essential Functions

- Adapts and/or modifies classroom work for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Administers developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Administer, under supervision, first aid and assistance to medically fragile children (e.g. tube feeding, toileting, diapering, etc.) for the purpose of providing appropriate care for children as assigned.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations, student's achievements, developing methods for improvements and/or reinforcing classroom goals in the home environment.
- Assesses student progress toward goals and behavior expectations (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes and achieving established classroom objectives in support of the school improvement plan.
- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Instructs students for the purpose of improving their success in academic, transitional post-secondary skills, interpersonal and daily living skills through a defined course of study.
- Manages student behavior for the purpose of providing a safe and optimal learning environment and with the IEP Team creates and implements behavior intervention plans.
- Monitors individual learning plan goals in a consistent manner and uses progress monitoring data to adjust instruction for the purpose of increasing student success.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, halls, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in a variety of meetings and in-service presentations (e.g. first aid, CPR, emergency procedures, non-violent crisis intervention, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Prepares and maintains a variety of written materials (e.g. grades, attendance, anecdotal records, lesson plans, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. fights, bullying, harassment, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to State Statute and school policies.

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- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing accurate information and/or direction.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or or individual education plans through a collaborative process.

### Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### Job Requirements: Minimum Qualifications

#### **Skills, Knowledge and Abilities**

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

**KNOWLEDGE** is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

**ABILITY** is required to schedule a significant number activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of types of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

### Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures; utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

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### **Work Environment**

The usual and customary methods of performing the job functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. The job is performed under conditions with exposure to risk or injury and/or illness.

**Experience:** Job related experience within a specialized field is required.

**Education:** Bachelor's degree in job-related area.

**Certificates and Licenses:** Certificate as required by the Wyoming Department of Education

**Continuing Education/Training:** Required annual trainings, maintains certificates and/or licenses

**Clearances:** Criminal Justice Fingerprint/Background Clearance

**FLSA STATUS:** Exempt