

MAPLE RUN UNIFIED SCHOOL DISTRICT

Job Description

Job Title: Special Education Teacher
Job Group: Educators
Reports To: Director of Special Education

Summary: Responsible for coordinating and/or providing special education services and accommodations to eligible students in accordance with local, state, and federal regulations, policies, procedures, and laws. Ensures students are supported in learning a grade appropriate instructional program from an approved curriculum. Assists in creating a learning environment that supports and motivates learners, provides personal growth according to the individual's ability, and help students develop a solid foundation for continued learning. Maintains effective relationships with students, parents, agency contacts, and other staff members. Collaborates effectively with content areas and learning community colleagues to meet student learning needs.

Essential Duties and Responsibilities:

1. Responsible for the evaluation, planning and case management of eligible students to include, but not limited to:
 - a. Scheduling and monitoring due dates for student evaluations.
 - b. Referring students for special education evaluation when need levels exceed current levels of the school's educational services.
 - c. Scheduling and conducting periodic meetings for assigned students.
 - d. Developing, through collaboration with the team, an accommodation plan for each assigned student. Receives regular feedback and processes information as required.
 - e. Managing recommendations and collaborating with others in developing options for mainstream education opportunities.
 - f. Developing, as appropriate, transition plans for assigned students.
 - g. Scheduling and conducting transition meetings for enrolling students.
 - h. Monitoring paraprofessional staff in the implementation of student programs.
 - i. Maintaining accurate, timely records, logs, evaluations, plans and other documentation. Distributes as necessary and required to appropriate persons.
2. Provides curriculum approved, standards based appropriate learning experiences by:
 - a. Developing appropriate lesson plans for student's daily IEP needs and make these plans available to substitutes as necessary.
 - b. Providing individualized and group instruction and academic support in assigned subject matter using best practices as specified in school regulations and procedures and as mandated by state law and as indicated by IEPs.
 - c. Assessing and monitoring learning using a variety of methods and adapting the curriculum according to individual student needs.
 - d. Team-teaching or providing support to teachers in a mainstream setting, as assigned.
 - e. Developing and participating in experiential learning activities.
 - f. Establishing and maintaining standards of student behavior to optimize an effective learning atmosphere.

3. Maintains effective professional interactions with teachers, students, parents, school psychologist and other appropriate contacts by:
 - a. Communicating school related issues, concerns, successes by means of newsletters, notes, phone calls, conferences, technology, etc.
 - b. Being available to teachers, students and parents for education-related purposes outside the instructional day and as indicated by 504 plans.
 - c. Providing consultation to and regular communications with mainstream teachers regarding academic accommodations, adaptations and behavior interventions/strategies.
 - d. Identifying student needs and developing strategies for individual education plans. May also collaborate with outside agencies, other professionals and make appropriate referrals to other resources regarding individual student and program considerations.
4. Acquires and exhibits working knowledge of program operating procedures and routines and current best practices in Special Education and other professional related areas as assigned. May participate in conferences, meetings as appropriate or assigned.
5. May perform other responsibilities as assigned.

Supervisory Responsibilities: Supervises students and oversees paraprofessionals and other staff members. Monitors student discipline through appropriate behavior management techniques. Assists administration in establishing and maintaining school-based discipline and a positive learning environment.

Qualification Requirements: To perform this job successfully, an individual must be able to demonstrate a high degree of interpersonal, communication and organizational skills, attention to detail, and adaptability. Each essential duty must be performed in a satisfactory manner. The incumbent must also model appropriate professional behavior and positive attitudes at all times. The ability to work independently at times assuming responsibilities and demonstrating initiative is a must. The ability to work collaboratively in a team environment is also required.

Education and/or Experience: Master's degree preferred. Demonstrated skill in working with school students with disabilities is required. Working knowledge of Special Education state and federal guidelines, regulations and laws is essential. Knowledge and experience with behavioral strategies, accommodations and interventions for students with emotional/behavioral challenges.

Certificates, Licenses, Registrations: Valid Vermont Teaching License with appropriate endorsement as a Consulting Teacher and/or in Special Education (K-12)

General Language Skills: Ability to read, analyze, and interpret general periodicals, professional journals, procedures, or governmental regulations. Ability to write IEP plans, reports, and correspondence. Ability to effectively present information and respond to questions from students, parents, staff and the public. Ability to use a variety of assessments for student work. Ability to communicate effectively with students, parents, colleagues, administration and greater school community.

General Mathematical Skills: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of algebra, and geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

General Reasoning Ability: Ability to assess situations, solve problems, cope with a variety of situations where limited standardization exists and implement decisions is required. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Other Skills and Abilities: Ability to apply knowledge of current research and theory specific to assigned instructional academics program; ability to plan and implement plans based on school objectives and the needs and abilities of assigned students. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication is essential. Ability to perform duties with awareness of all Supervisory Union requirements, Board policies and Special Education guidelines, rules and regulations. The ability to plan, organize or manage time effectively is required.

Physical Demands The physical demands described here represent 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 frequently required to stand, talk and hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs. such as books or assisting the mobilization of students. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by the job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

Emotional Demands: The individual must be able to work with others in a collegial and cooperative manner, must show acceptable interpersonal skills and follow directions of school leadership.

Work Environment: The work environment characteristics described here represent 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 moderate to loud. Duties are primarily performed indoors and occasionally outdoors.

Terms of Employment: Per Master Agreement

Evaluation: Per performance review cycle

Date: 1/31/2018

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned. The Board reserves the right to waive the essential requirements contained in this job description.