



SPECIAL EDUCATION TEACHER

Classification: Certificated

Location: Assigned School(s)

Reports to: Principal or Principal Designee

FLSA Status: Exempt

Employee Group: EEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary

Primarily responsible for effective teaching and learning of assigned subject(s) following district approved curriculum, instruction and assessment practices. May teach in a variety of elementary and/or secondary educational settings to include but not limited to life skills, behavior development, structured communications, and learning resource/support. Primary responsibility shall include student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance, discipline, and welfare.

Part II: Supervision and Controls over the Work

Works with high level of independence and professional discretion under general supervision of designated school administrator. May receive direction and/or supervision from a district special education administrator. Work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in collective bargaining agreement.

Part III: Major Duties and Responsibilities

1. Plans for student success based on assessed needs of individual students and use of data and information to determine each student's current knowledge and skill level, sets student learning goals, and assesses student progress. Applies or uses district-approved assessment tools and strategies. Leads or assists in identifying and in complying with teaching and learning and student accommodation requirements under Individual Education Plans (IEP) and 504 accommodation requirements.
2. Works collaboratively in a professional learning community with other teachers, support staff, multi-disciplinary teams, and others as appropriate, in addressing needs of students and developing effective teaching and learning practices.

3. Regularly conducts planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice. Uses research-based instructional strategies in planning lessons to make teaching and learning more relevant to students (e.g., contextual learning opportunities).
4. Maintains and provides reasonable and meaningful student grading and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents. Reporting may include regular posting to and maintenance of electronic grade systems with parent and student access.
5. Integrates district-approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities including preparation of IEPs in case of students with special needs.
6. Creates, communicates, and maintains classroom management practices that effectively engage students in learning process. Acceptable student behavior and related discipline procedures are well understood by students and consistently enforced to maintain a positive learning environment.
7. Actively participates in faculty, grade level, department, and curriculum meetings; assists building efforts to plan, implement, and evaluate the school's program and to do related work as required. Applies school policy and procedures, standard practices, state requirements, and approved curriculum, and actively and positively supports school vision.
8. Constantly observes of needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when suspects or reasonably believes a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. Serves as positive role model for students and practices behaviors expected of students.
9. Assists in supervision of students at school activities and events. Remains vigilant of students throughout school day and school location, taking initiative to engage students when students are acting inappropriately or in inappropriate locations for time of day. Understands nature of student misbehavior to include student-to-student bullying, harassment, and/or discrimination and takes steps to intervene in such situations and/or engage assistance of a school administrator.
10. Plans time for reflection on professional practice to establish a professional growth plan and annually reviews plan and progress with administrator.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a teacher certification program at an accredited college or university, and valid Washington State certification(s) and/or endorsement(s).
3. Successful teaching experience or demonstrated potential to effectively teach in a special education environment and knowledge and skill in applying IDEA and 504 requirements and procedures. Possesses analytical and diagnostic skill to assess student special needs and translate such needs into an effective instructional plan for student. Demonstrated ability to effectively communicate individual development plan and coach and support staff and teacher colleagues so they may effectively implement responsibilities under plan.
4. Ability to effectively communicate with parents, students, and staff verbally and in writing.
5. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
6. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
7. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
8. Knowledge of child and adolescent development and ability to apply that knowledge to selection and application of curriculum materials and instructional practices.
9. Knowledge and skill in culturally responsive teaching and learning.
10. Skill and ability to utilize technology to aid instruction, assessment and learning.
11. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self reflection on professional practice.

Part V: Desired Qualifications

1. Bilingual skills
2. Successful experience teaching in diverse student environment.

3. Successful experience in team teaching environment.
4. Successful experience in grade level(s) and/or content area(s).

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform essential functions of job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Frequently required to sit, talk, move about, hear and speak, and be visually vigilant of classroom behavior and learning activities.

Regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. Noise level in work environment is usually moderate but can be loud on occasion.

May occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. May be exposed to blood or other potentially infectious materials during course of duties.

May be exposed to aggressive student behaviors to include biting, hitting, kicking, and throwing of objects. May be required to wear and utilize safety equipment designed to minimize risk of injury to employee and student.

May be exposed to bodily fluids and waste while performing duties in life skills, multi-handicapped, and some one-on-one situations.

May be exposed to infectious disease as carried by students, exposed to student noise and learning resource noise levels, may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions.

May be required to travel in school-owned or leased vehicles while supervising and assisting students.