



## **Teacher - Special Education**

### **Purpose Statement**

The job of Teacher - Special Education 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 and 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 programs and student progress.

This job is distinguished from similar jobs by the following characteristics: Requires appropriate educator license in Special Education.

This job reports to Building Principal

### **Essential Functions**

- Administers developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Administers 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.
- Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration; utilizing present levels of performance in the development and management of student IEPs.
- Attends work regularly to fulfill duties specific to the assignment for the purpose of providing quality educational experiences and continuity for assigned students, parents, and the overall school community.
- 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, achieving established classroom objectives in support of the school improvement plan.
- Communicates regularly with parents and/or legal guardians (e.g. IEP goals and progress reports, report cards, parent teacher conferences, digital and written communication, etc.) for the purpose of resolving concerns, communicating about classroom expectations, student achievement, and behavior; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Differentiates instruction through a variety of instructional strategies, activities, and interventions for the purpose of assisting students to meet goals and objectives established in Individualized Education Plans.
- Directs instructional assistants, student teachers, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Manages student behavior with appropriate strategies (e.g. PBIS, IEP goals, Behavior Plans, etc.) for the purpose of providing a safe and optimal learning environment.
- Models professionalism in all areas of employment and in student interactions according to PCSD Employee Code of Conduct Policy for the purpose of providing effective instruction, protecting students, and demonstrating appropriate social and interpersonal behaviors at all times.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, common areas, hallways, etc.) for the purpose of providing a safe and positive learning environment.

- Participates in all emergency preparedness drills and training as directed by the school administration (e.g. Fire, Evacuation, Lockdown, etc.) for the purpose of ensuring the safety and preparation of all students and staff members for emergency situations.
- Participates in a variety of meetings (e.g. PLC and Department Meetings, Committee Assignments, IEP/504 Meetings, etc.) for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of written materials (e.g. grades, attendance, parent communications, IEPs, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Provides high quality instruction using proven instructional strategies, technology, and other resources for the purpose of promoting growth and student achievement in assigned content areas.
- Reports incidents related to student safety to the appropriate school administration or counseling staff (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of responding to critical needs, maintaining personal safety of students, providing a positive learning environment and adhering to District Policy and State Law.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Responds to inquires from a variety of sources in a timely manner (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Supports classroom teachers with planning and instructional activities (e.g. PLC, Collaboration, Mentoring, etc.) for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.

### **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 occasionally 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 using pertinent software applications; 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: positive behavior interventions; appropriate Special Education 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 number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. 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 to moderate. 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 some opportunity to significantly impact the

organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 0% sitting, 0% walking, and 0% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere.

**Experience:** Job related experience is required.

**Education:** Bachelors degree in job-related area.

**Equivalency:**

**Required Testing:**

**Continuing Educ. / Training:**

BA, BS degree in related area with increasing levels of job-related experience may substitute for MA Degree.  
Continuing Education Requirements  
Maintains Certificates and/or Licenses

**Certificates and Licenses**

State of Utah Teaching License

**Clearances**

Criminal Justice Fingerprint/Background Clearance

**FLSA Status**

Exempt

**Approval Date**

**Salary Grade**