

## **Pioneer Programs Job Description**

**Job Title:** Special Education Teacher

**Department:** Certificated Staff

**Required Credential:** CA Mod/Severe SPED (R3MS) or CA Mild/Mod SPED with an Autism Authorization (R3MM with AAAS)

### **Summary**

Under supervision of the Program Director, the teacher teaches academic, social and living skills to students with special needs by performing the following duties:

**Essential Duties and Responsibilities** include the following. Other duties may be assigned as necessary.

1. Prepares lessons and other instructional materials utilizing various teaching techniques to meet individual needs and achievement levels of students, considering such factors as physical, emotional, and educational levels of development and state and school requirements.
2. Keep a daily, visual schedule where everyone can see it.
3. Instructs students in academic subjects, social skills and daily living skills
4. Manages and engages students
5. Assess and monitor students' progress
6. Create and follow BIPs (Behavior Intervention Plan) for students per IEP Team recommendations and the Schoolwide Positive Behavior Support Plan for students who do not have a specific BIP.
7. Track behavioral data and complete communication logs (for students without 1:1 aides)
8. Track/ manage IEP progress for students on your caseload (benchmarks, BSPs, IEP goal data tracking sheets, and all other IEP reports). Send all required paperwork to all members of the IEP team in a timely manner before IEP meetings so all team members have time to review the documents beforehand.
9. Maintaining rainbow sheets (for students without a 1:1): should be updated monthly, saved to dropbox, and a hard copy printed and put in each student's binder
10. Keep an updated emergency sub lesson plan at all times for each class
11. Student attendance, report cards and progress reports
12. Modify learning environment for all students
13. Communication with parents and other members of the IEP team to help student meet his/her goals
14. Participate in weekly staff development meetings and trainings
15. Maintain the confidentiality of student records and information according to established FERPA guidelines.

16. Assure the health and safety of students by following health and safety practices and procedures.

### **Supervisory Responsibilities**

Manages 1-3 Behavior Support Staff Supervisors and/or Teacher's Assistants. (Behavior Support Staff Supervisors supervise up to approximately fifteen Behavior Support Staff.) Is responsible for the overall direction, coordination, and evaluation of these units. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems using the Employee Support Process, if necessary.

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Intellectual - Uses intuition and experience to complement data; assesses own strengths and weaknesses; strives to continuously build knowledge and skills; shares expertise with others; competent in required job skills and knowledge; exhibits ability to learn and apply new skills; requires minimal supervision; displays understanding of how job relates to others; uses resources effectively; adapts to new technologies; identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Interpersonal - Expresses ideas and thoughts verbally, visually and in written form; selects and uses appropriate communication methods; is able to read and interpret written information; establishes and maintains effective relations; exhibits tact and consideration; offers assistance and support to co-workers; works cooperatively in group situations; works actively to resolve conflicts; listens and gets clarification; participates in meetings; exhibits objectivity and openness to others' views; gives and welcomes feedback; contributes to building a positive team spirit.

Leadership - Communicates changes effectively; exhibits confidence in self and others; encourages open communications; confronts difficult situations; maintains objectivity; keeps emotions under control; shows respect and sensitivity for cultural differences; promotes a harassment-free environment; treats people with respect; keeps commitments; inspires the trust of others; works with integrity and principles; includes staff in planning, decision-making, facilitating and process improvement; takes responsibility for subordinates' activities; makes self available to staff; provides regular performance feedback; develops subordinates' skills and encourages growth; continually works to improve supervisory skills; demonstrates accuracy and thoroughness; displays passion and optimism; inspires respect and trust; provides vision and inspiration to peers and subordinates.

Self Management - Adapts strategies and approaches or method to best fit the situation; recognizes and acts on opportunities; dresses appropriately for position; keeps self well groomed; is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time; takes responsibility for own actions; keeps commitments; completes tasks on time or notifies appropriate person with an alternate plan; asks for and offers help when needed; exhibits sound and accurate judgment; supports and explains reasoning for decisions; includes appropriate people in decision-making process; makes timely decisions; uses time efficiently; applies feedback to improve performance; monitors own work to ensure quality; completes work in timely manner.

### **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 - The appropriate education required to hold a current California Special Education Moderate/Severe Teaching Credential

Language Skills - Ability to read, analyze, and interpret common educational journals and legal documents. Ability to respond to common inquiries or complaints from parents and students, school district personnel, other staff members or members of the community. Ability to research, if needed, and write lesson plans. Ability to effectively present information to IEP teams, other staff members, students, parents, and/or school districts.

Mathematical Skills - Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry. Ability to read and interpret various types of informational graphs.

Reasoning Ability - Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills - A basic working knowledge of internet, e-mail and Word (or other similar typing program). Touch Chat and Proloquo a bonus.

Certificates, Licenses, Registrations - MUST hold a current California Moderate/Severe Teaching Credential. It is the responsibility of the teacher to monitor, Clear (if necessary) and maintain credential so it is current and in good standings. A current credential is a condition of employment.

### **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.

A Special Education Teacher (Teacher of the Mentally Impaired) is considered a LIGHT Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupational Title, Fourth edition published by the US Department of Labor. - Teacher of the Mentally Impaired listing #094.227-010

1. When performing activities throughout the day related to the educating of students, the teacher spends the majority of the day standing or walking in the classroom or out in the community. While standing the teacher will frequently hold light objects they are working with and demonstrating, etc. These can be held from waist level to slightly above the teacher's head. He or she must walk through the classroom and be able to maneuver in tight spaces between desks, etc. Working with the students can entail kneeling or squatting, stooping, and bending from 30-90 degrees at the waist on an occasional to frequent basis on a given day. The white board is frequently used which can require grasping the pen or eraser, reaching at, below, or above shoulder height with the dominant upper extremity and may require trunk or neck rotation to look back at the class.

2. Teachers may be required to assist in physical education class or Community Based Instruction from time to time. This can involve lifting up to 50 lbs., bending, squatting, kneeling, sitting, walking, running, twisting, swimming, jumping, riding bikes, etc. while assisting, engaging and monitoring students. This may also involve walking on even and uneven surfaces including dirt, sand, grass, concrete, asphalt and negotiating city sidewalk curbs.

3. Occasionally, the teachers will be required to work 1:1 with students, especially when the class is short staffed. This requires the teacher to be able to work with every student on his/her caseload.
4. The teacher will use computers (desktop or laptop), TV, DVD player, radio, ipad, etc. It may require up to 25 pounds of force to carry or move equipment. It is also necessary to have good finger and wrist dexterity, and be able to physically lean forward, bend, squat, kneel, etc. when working with equipment, plugging it in, etc.
5. The teacher occasionally moves classroom furniture to change the layout of the classroom to influence the learning situation or bring supplies into the classroom for student instruction. It is occasionally necessary to lift and carry boxes weighing up to 35 pounds from various locations on the campus to the classroom.
6. The teacher must sit on an occasional basis when developing lesson plans, grading, etc. This is usually done at a table or desk with forward bending from the waist, leaning on forearms, and looking down requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc. and have good finger and wrist dexterity in order to use a computer keyboard and mouse efficiently, occasionally or frequently, depending on the day.
7. The teacher must be able to see and hear on a continuous basis as well as speak frequently and clearly. Positions may vary from standing, sitting, walking etc.
8. The teacher may occasionally be required to use blocking, physical prompting or escorting with students exhibiting maladaptive behaviors for students *up to 200 pounds*.

### **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 teacher will work in a variety of settings: in a classroom, other rooms on campus, outside on campus and off campus in the community. The noise level in these environments is usually at a moderate level. There can be up to 12 students in a class. Some students will require 1:1 support (academic/behavioral) and will have a Behavior Support Staff with them during the day. The teacher will teach students during school hours and may be required to meet with parents or other staff before or after school hours.

### **Hazards:**

Potential exposure to physical injury from aggressive student behavior.

### **Acknowledgements**

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.