

PERSONNEL

POLICY NUMBER:

Special Education Teacher-Mild/Moderate  
CERTIFICATED JOB DESCRIPTION

DEFINITION: The job of Special Education Teacher/Mild-Moderate was established for the purpose/s of providing support for the instructional program for students with special needs; pertinent information and consultant services to staff members and parents on student assessments and progress monitoring; ongoing planning with regular classroom teachers; and promoting and supporting the school Student Study Team, Response to Intervention and Professional Learning Communities.

EXAMPLES OF DUTIES AND RESPONSIBILITIES

1. Demonstrates knowledge of K-12 core curriculum for the purpose of designating and presenting instruction with clear and logical structure and modifying/accommodating to help students meet goals and objectives of IEP.
2. Demonstrates knowledge of special education laws as well as SELPA and District policies and procedures for the purpose of maintaining compliance with federal and state laws.
3. Develops reasonably calculated, legally defensible IEPs including individual goals aligned to state content standards for the purpose of providing educational benefit to the students.
4. Implements student IEPs as written in accordance to the law for the purpose of providing education benefit to the students.
5. Monitors students' progress utilizing data that reflects student performance and adjusts instruction as needed based on analysis of the data for the purpose of coordinating services to individual students.
6. Provides students with specialized instruction for the purpose of meeting their unique needs.
7. Interfaces with other teachers, psychologists, specialists, and others for the purpose of monitoring student progress.
8. Provides timely feedback to students, parents and general education teachers based on data for the purpose of coordinating services to individual students.
9. Schedules IEP meeting with parents, general education teachers, administrators, and any members of the IEP team required by law for the purpose of maintaining compliance with federal and state laws.
10. Uses peer-reviewed, research-based instructional strategies for the purpose of facilitating student learning in core academic subjects.
11. Utilizes assessment results for the purpose of providing educational benefit to the students.
12. Trains and provides work direction and guidance to assigned Instructional Aides for the purpose of meeting unique needs of students. Training must include Crisis Prevention Intervention or a comparable model and appropriate lifting and toileting training.
13. Performs other duties as needed for the purpose of facilitating student learning.
14. Uses technology effectively in classroom instruction, in keeping appropriate records and preparing progress reports, report cards, benchmark assessments, etc.

RESPONSIBILITIES INCLUDE:

Working under direct supervision using standardized procedures; providing information and/or advising others; and operating within a defined budget. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is some opportunity to affect the organization's services. Training instructional aides in behavior interventions, toileting and lifting, and appropriate academic strategies following each student's Individualized Educational Plan.

Skills, Knowledge and/or Abilities Required:

Skills to:

1. Work with administrators, teachers, classified personnel, parents and students;
2. Plan, organize and prepare IEPs, behavior plans and transition plans as appropriate

Knowledge of:

1. K-12 core curriculum content;
2. All areas of special education including: behavior management techniques including crisis prevention intervention, learning theories, curriculum development and vocational development;
3. Current laws and regulations pertaining to students with disabilities;
4. A variety of appropriate assessment tools;
5. Policies and procedures pertaining to the development and implementation of IEPs;
6. Assessment practices and statistics relevant to the behavioral sciences;
7. Special Education Laws and SELPA or District Policies and procedures.

Ability to:

1. Coordinate services with the general education teacher & through collaboration make suggestions for modifications/accommodations of core curriculum that targets students' needs;
2. Administer a variety of assessments;
3. Utilize peer-reviewed, research-based instructional strategies to plan educational programs;
4. Write legally defensible IEPs aligned to state content standards;
5. Implement each student's IEP as it is written in accordance with the law;
6. Provide students with specialized instruction based on their unique needs;
7. Adhere to federal and state laws pertaining to students with special needs;
8. Communicate effectively with general education teachers, administrators and parents;
9. Maintain student confidentiality;
10. Exercise initiative;
11. Possess good judgment

Education and Experience Required:

Bachelor's degree in job-related area. Certificates, Licenses, Clearances, Testing and/or Bonding Required:

1. Special Education Credential (or be eligible for an Intern Program)
2. Must be able to meet highly-qualified teacher requirements as required by the No Child Left Behind Act
3. EL Authorization
4. Valid California driver's license and proof of automobile insurance
5. Department of Justice and FBI Fingerprint Response

Incorporated within one or more of the previously mentioned essential qualifications of this job description are the following essential physical requirements:

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|  | 1. Seldom= Less than 25 percent | 3. Often = 51-75 percent                |
|  | 2. Occasional = 25-50 percent   | 4. Very Frequent = 76 percent and above |
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| <u>  2  </u> | a .Ability to sit for extended periods of time.  |
| <u>  3  </u> | b. Ability to stand for extended periods of time and ascend and descend steps.   |
| <u>  4  </u> | c. Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter and observing students. |
| <u>  4  </u> | d. Ability to hear and understand speech at normal levels.   |
| <u>  4  </u> | e. Ability to communicate so others will be able to clearly understand a normal conversation.                                    |
| <u>  3  </u> | f. Ability to bend and twist, kneel and stoop.   |
| <u>  2  </u> | g. Ability to lift 55 lbs.   |
| <u>  2  </u> | h Ability to carry 50 lbs.   |
| <u>  3  </u> | I Ability to reach all directions.   |

**OTHER RELATED FUNCTIONS OF THIS POSITION**

Assumes other duties and responsibilities as assigned by district superintendent.

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified.

Adopted