

## BOURBONNAIS ELEMENTARY SCHOOL DISTRICT NO. 53

### School District Position Description

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**JOB TITLE:** Teacher, Special Education  
**DEPARTMENT:** Instruction  
**REPORTS TO:** Building Principal and Director of Special Education  
**CONTRACT:** Per Negotiated Agreement/BEA/Teacher

**APPROVED BY:** Board of Education

**DATE:** November 12, 2002

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#### **SUMMARY**

Responsible for planning instruction and/or adoption of the education program to enable students to benefit from educational experiences. (See also Job Description for Elementary Teacher, appropriate Employee Handbook, Board Policy Manual, and Evaluation Tool.) This job description is not intended, nor should it be construed, to be a list of all responsibilities, skills, efforts, or working conditions associated with the job.

**ESSENTIAL DUTIES AND PERFORMANCE RESPONSIBILITIES** include the following.  
*Other duties may be assigned*

- Instructs individuals and groups in special education skill areas.
- Plans and prepares lesson plans, and special education programs and teaching methods based on the District curriculum
- Monitors student progress in general education and special education classrooms.
- Maintains physical environment of the classroom.
- Maintains contact with parents of students on caseload.
- Evaluates student progress based on work completion, and observation, tests and mastery of IEP goals.
- Prepares report cards, educational records, IEP forms, classroom observation records, and other forms as requested.
- Displays loyalty to District No. 53, the School Board and its governance, policies and contracts.
- Supports the Mission and Vision of the District.
- Maintains a professional appearance.
- Maintains a professional and positive rapport with parents/co-workers/administration/School Board.

#### **SUPERVISORY RESPONSIBILITIES**

Supervises classroom, students, directs paraprofessionals and volunteers.

*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*

#### **EDUCATION and/or EXPERIENCE**

Bachelor degree or higher.

## **CERTIFICATES, LICENSES, REGISTRATIONS**

Valid Illinois Teaching Certificate in area of study required by I.S.B.E. guidelines and regulations.

Ex. Special Education endorsements in appropriate and necessary categories.

## **LANGUAGE SKILLS**

Ability to read, analyze, and interpret professional journals, technical procedures, or governmental regulations. Ability to create and write reports and corresponds with parents and administration. Ability to effectively present information and respond to questions from administration, parents, students, staff members, and the general public as requested.

## **MATHEMATICAL SKILLS**

Ability to work with mathematical concepts such as probability, basic algebra, and fundamentals of geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

## **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.

## **OTHER SKILLS and ABILITIES**

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons to address the needs and abilities of students. Ability to establish and maintain effective relationships with students, parents, peers and administration. Skilled in oral and written communication. Ability to perform duties with awareness of District requirements and Board of Education policies. Ability and willingness to use word processing and data base software on a personal computer for documents required by the District as well as newsletters, correspondence to parents and etc.

*PHYSICAL DEMANDS The physical demands described here are representative (customarily associated with) of those that must be met by an employee to successfully perform the essential functions of this job.*

While performing the duties of this job, the employee is frequently walking and standing while performing the duties of this job. The employee may frequently bend or twist at the neck and back while performing the duties of this job. Specific vision abilities required by this job include peripheral vision and close vision such as to read typewritten material. The employee may occasionally lift and/or push up to 40 pounds such as student equipment, boxes and supplies.

*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 noise level in the work environment is usually moderate to loud. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being, and work out put of students. Hours may be extended to attend meetings, staffings, and school functions. Duties are performed indoors and occasionally outdoors.

*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 individuals currently holding this position and additional duties may be assigned*