

Eastern Illinois Area of Special Education  
5837 Park Drive  
Charleston, IL 61920  
217-348-7700  
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**POSITION DESCRIPTION: Special Education Teacher**

PROGRAM/DEPARTMENT:	Treatment and Learning Center
Hourly/Salary:	Salary
JOB CLASSIFICATION:	Confidential Employee
SUPERVISORY RESPONSIBILITIES:	Classroom and/or Individual Paraprofessional and District students being served
REPORT TO:	Building Principal
TERM OF EMPLOYMENT:	180 days – plus additional days of training as required

**JOB SUMMARY:**

The teacher is responsible for student growth and learning and must teach and/or adapt the district's adopted curriculum to enable students to benefit from their educational experience; motivate pupils to develop skills, attitudes, knowledge, and habits needed as a foundation for future learning; and must establish a good relationship with parents and with other staff members.

**ESSENTIAL QUALIFICATIONS:**

The teacher shall:

1. The teacher is responsible for student growth and learning and must teach and/or adapt the district's adopted curriculum to enable students to benefit from their educational experience; motivate pupils to develop skills, attitudes, knowledge, and habits needed as a foundation for future learning; and must establish a good relationship with parents and with other staff members.
2. Be able to make involved and varied mathematical computations rapidly and accurately involving addition, subtraction, multiplication, and division in all units of measure, using whole numbers, common fractions, and decimals. This employee must be able to calculate figures and amounts such as rates, ratios, and percentages, be able to draw and interpret graphs, and be able to work with mathematical concepts such as probability and statistical inference.
3. Be able to use reasoning ability to analyze, synthesize, and evaluate information. This employee must be able to solve complex and ambiguous problems in both predictable and unpredictable situations and be able to interpret and apply a variety of instructions furnished in written, oral, diagram, or schedule form.
4. Be able to relate, understand, and communicate with others in a way that contributes to harmonious relationships and goal accomplishment. This employee must establish order, maintain discipline, and provide a safe and nurturing environment for pupils. This employee also must be able to maintain purposeful activities in an atmosphere of mutual respect in the classroom.

5. Be dependable, honest, and trustworthy. This employee must have never been convicted of a felony or other crime involving dishonesty, alcohol, drugs, or sexual misconduct. This employee must be committed to the service of others and always act in the student's and the district's best interest.
6. Have a valid teaching certificate, appropriately endorsed, issued by the Illinois State Board of Education and registered with the Regional Office of Education.
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**ESSENTIAL JOB FUNCTIONS:**

To perform this job successfully, an individual must satisfactorily perform each of the essential job requirements listed below. Reasonable accommodations may be made to enable a qualified individual with a disability to perform his or her job functions. A qualified individual is a person who, with or without reasonable accommodations for his or her disability, meets the essential qualifications and can perform the essential job functions of his or her position of employment.

The special education teacher shall:

- 1.a. Be able to read, comprehend, and apply complex, multi-step written instructions that are characteristic of textbook manuals, curriculum guides, computer programs, memos, technical manuals, and other teaching materials, job descriptions, work rules, special education rules and regulations, and Board of Education policies and regulations.
- 1.b. Be able to talk, listen, and understand conversations and effectively present information and respond to questions from groups of students, staff, or the general public. This employee must be able to effectively communicate in multidisciplinary staffings, IEP meetings, and special education due process hearings.
- 1.c. Be able to write understandable, logical, sequential, and well-organized special education reports, correspondence, IEPs, etc.
- 2.a. Possess knowledge of core subjects and be able to apply math skills to solve problems and express ideas across disciplines. This employee must be able to plan, prepare, and implement instruction in the core subjects in accordance with the IEP; and evaluate students' growth and achievement in mathematics in line with IEP goals.
- 2.b. Be able to perform mathematical calculations in order to calculate grades and levels of achievement.
- 2.c. This person must be able to interpret statistical data in chart or graph form, summarize statistical information, draw valid conclusions, and communicate complex statistical measurements in simple terms.
- 3.a. Closely supervise students, being especially alert and responsive in unstructured situations such as transitions between classes, field trips, etc.
- 3.b. Implement low-profile strategies for de-escalation to addressing/ correcting minor or major instances of misbehavior in a variety of situations.
- 3.c. Assume responsibility for the safety, well-being, and productivity of students.

- 3.d. Be prompt and thorough in completing assignments and attend to details accurately and efficiently. This employee must be flexible; able to tolerate frequent interruptions and changing demands in an active work environment. This person must be able to see the total picture and to prioritize tasks in order of importance and alter and refine plans quickly when the need arises.
- 3.e. Make reasonable and prudent judgments in regard to mandated child abuse reporting to DCFS.
- 3.f. Make reasonable and prudent administrative decisions in the absence of an administrator regarding student injuries or illness.
- 3.g. Anticipate problems and apply knowledge in predictable and unpredictable situations. This person must be able to define problems, collect data, establish facts, and draw valid conclusions.
- 4.a. Demonstrate warmth, patience, and understanding with students and others especially those with severe social, emotional, physical, behavioral and learning disabilities.
- 4.b. Instruct students in a professional manner in the acquisition of social skills.
- 4.c. Demonstrate a positive attitude, good humor, and a reasonable sense of control over situations that helps convey the attitude that school can be fun and rewarding.
- 4.d. Work in a courteous, cooperative, and professional manner with co-workers and other employees, parents, and the public, continuously meeting multiple demands from several people.
- 4.e. Be attired in clothing appropriate to the position and be clean and well groomed.
- 5.a. Use vision, hearing, and other senses to instantly assess situations in regard to student's safety, observe individual student performance, and monitor academic progress.
- 5.b. Be able to hear and understand conversations in an environment where the noise level is usually quiet, but occasionally moderately loud.
- 5.c. Be able to reach with hands and arms and fingers, handle or feel objects, instructional materials, tools, equipment, or controls such as, pencils and pens, telephone, technical manuals, computer keyboards, audio-visual equipment, etc.
- 5.d. Be physically capable of independently lifting students, instructional materials and equipment weighing up to 25 lbs. repeatedly throughout the work day, and occasionally, pushing, pulling or otherwise moving and lifting as much as 50 lbs. such as a table, audiovisual cart, or box of instructional materials or supplies. This employee must also be able to perform other physical movements such as standing, walking, bending and kneeling when necessary to deliver services to students.

5.e. Planning and Preparation

The teacher shall demonstrate knowledge of content and pedagogy by:

- Displaying solid knowledge of important concepts in the discipline, accurate understanding of prerequisite relationships and familiarity with a wide range of effective teaching approaches in the subject
- Using an Individualized Education Plan (IEP) to guide instruction, develop and implement lessons ensuing from IEP goals that are sequenced to facilitate learning

The teacher shall demonstrate knowledge of students by:

- Understanding the active nature of student learning and levels of development of individual students/ groups
- Acquiring knowledge from several sources about students development and varied approaches to learning, knowledge and skills, special needs, interests, and cultural heritage

The teacher shall set instructional outcomes by:

- Creating outcomes that reflect rigorous and important learning in the discipline which are clearly written in the form of student learning
- Developing viable methods of assessment
- Developing outcomes reflect several different types of learning and opportunities
- Setting expectations for outcomes which include differentiated instruction

The teacher shall demonstrate knowledge of resources by:

- Displaying awareness of resources beyond those provided by the school or EIASE, including technology/Internet for classroom use and for extending one's professional skills, and seeks out such resources.

The teacher shall design coherent instructions by:

- Preparing learning activities that are aligned and sequential to instructional outcomes
- Preparing learning activities with reasonable time allocations
- Preparing learning activities that provide significant cognitive challenge
- Preparing learning activities with differentiation for individual/groups

The teacher shall design student assessments by:

- Preparing and utilizing assessment methodologies that are adapted for individual/groups of students
- Preparing clear assessment criteria and standards

The teacher shall plan for paraprofessionals by:

- Communicating expectations to paraprofessionals
- Regularly planning activities that are academically engaging for paraprofessionals to implement throughout the day
- Planning for duties for paraprofessionals when students are gone

#### 5.f. Classroom Environment

The teacher shall create an educational environment of respect and rapport by:

- Demonstrating friendliness, caring and respect in teacher- student interactions
- Ensuring interactions are appropriate to the ages, culture, and developmental level of students
- Responding to disrespectful behavior between students

The teacher shall establish a culture for learning by:

- Holding high expectations for both learning and hard work
- Ensuring students understand their roles as learners

The teacher shall manage classroom procedures by:

- Establishing effective classroom routines and procedures with little loss of instructional time

The teacher shall manage student behavior by:

- Monitoring student behavior
- Responding to student behavior consistently, respectfully, and effectively
- Developing an FBA and BIP when appropriate
- Sharing FBA and BIP with all relevant staff

The teacher shall organize physical space by:

- Establishing a safe classroom environment with equal access to learning activities for all students

- Ensuring that the furniture and equipment arrangement is appropriate to the learning activities for all students

The teacher shall supervise paraprofessional's impact on educational environment by:

- Establishing a culture of learning, behavioral expectations, and organization of space within the classroom
- Consistently setting an example for the paraprofessional and addressing any negative issues impacting the educational environment

#### 5.g. Instruction

The teacher shall communicate with students by:

- Clearly communicating the instructional purpose of the lesson
- Ensuring that the explanation of content is scaffolded, clear, and accurate and connects
- Ensuring that spoken and written language is clear, correct and suitable to students' ages and interests

The teacher shall use questioning and discussion techniques by:

- Using questions designed to promote student thinking and understanding, allowing adequate time for student responses
- Using questions designed to promote discussion and student engagement
- Guiding discussion to promote higher level thinking skills

The teacher shall engage students in learning by:

- Designing learning activities that are aligned with the instructional outcomes and designed to challenge student thinking resulting in active intellectual engagement
- Developing lessons that have a clearly defined structure and pacing appropriate to individual needs

The teacher shall use assessment in instruction by:

- Clearly stating assessment criteria
- Using assessment and questioning regularly to diagnose evidence of learning
- Providing feedback to students that is accurate and specific
- Engaging some students in self-assessment

The teacher shall demonstrate flexibility and responsiveness by:

- Making minor adjustments to lessons when needed
- Accommodating students' questions and interests, drawing on a broad repertoire of strategies
- Persisting in reaching students who have difficulty learning

The teacher shall supervise paraprofessional instruction of students by:

- Frequently monitoring paraprofessional instructional performance

#### 5.h. Professional Responsibilities

The teacher shall reflect on teaching by:

- Accurately assessing lesson effectiveness and the extent to which it achieved instructional outcomes
- Making specific suggestions for improvement

The teacher shall maintain accurate records by:

- Effectively establishing systems for maintaining information on student completion of assignments, student progress in learning and non-instructional records
- Submitting records in a timely manner

- Requiring all classroom staff to assist in data collection

The teacher shall communicate with families by:

- Providing frequent and appropriate information to families about the instructional program and student progress in a culturally sensitive manner
- Making some attempt to engage families in the instructional program

The teacher shall participate in the professional community by:

- Establishing relationships with colleagues characterized by mutual support and cooperation
- Actively participating in professional inquiry
- Voluntarily and substantially participating in and contributing to school events and school and EIASE projects

The teacher shall grow and develop professionally by:

- Seeking opportunities for professional development to enhance knowledge and skill
- Actively engaging with colleagues and supervisors in professional conversation and feedback about practice
- Actively participating in assisting other educators
- Seeking ways to contribute to the profession

The teacher shall show professionalism by:

- Displaying high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public
- Actively ensuring that all students receive a fair opportunity to succeed
- Maintaining an open mind in team and departmental/ program decisions
- Complying with school and EIASE regulations
- Being consistently punctual, professionally dressed and practices good hygiene

The teacher shall supervise the professionalism of paraprofessionals by:

- Consistently monitoring paraprofessional behavior
- Promptly addressing any unprofessional behavior displayed by a paraprofessional.

- 6.a. The teacher shall safeguard district equipment, materials and facilities; use time and resources effectively.
- 6.b. The teacher shall respect confidentiality and restricted information, such as information found in student records.
- 6.c. The teacher shall be regular and punctual in job attendance.
- 6.d. The teacher shall perform other duties as assigned by administration.

#### **ADDITIONAL DUTIES:**

In addition to the essential job functions as listed above, this employee shall perform such additional duties as requested by the supervisor or administrator including, but not limited to the following:

- Be able to supervise groups of students in unstructured situations such as recess, lunch period, before or after school activities
- Be able to administer medication to students (as required) on field trips.
- Notify the principal of all unpaid personnel who assist with instructional or supervisory responsibilities

- Must be able to work early morning and evening hours.
- Be physically able to participate in restraint of students
- Be able to come to the aid of staff in jeopardy of harm
- Be conscious and proactive regarding personal safety
- Be able to participate in training as required by the Illinois State Board of Education
- Must have a valid driver's license to transport students in nine-passenger van
- Must work with agencies such as mental health, probation, Department of Children and Family Services, Big Brothers/Big Sisters, etc.
- Must be physically capable of lifting students repeatedly throughout the workday-up to 50 lbs. independently and able to assist other staff when lifting over 50 lbs.
- Must be able to make home visits
- Be able to provide in-service to co-workers
- Be willing to consistently enforce the program guidelines outlined in the student handbook.