



Position: Special Education Teacher

Assignment: SE Early Childhood Special Education Teacher

Wage/Hour Status: Exempt

Reports to: Principal

Pay Grade: TC100/187 Days

Dept./School: Assigned Campus

Date Revised: Spring 2024

Primary Purpose:

Provide Early Childhood Special Education students with specially designed instruction based on goals and objectives in the special education setting. Based on the student's Individualized Education Program (IEP), provide students in both academic and functional skills using Pre-K guidelines through prerequisite instruction by preparing lesson plans, and monitoring progress.

Qualifications:

Minimum Education/Certification:

- Bachelor's degree from accredited university
- Valid Texas teaching certificate with required special education endorsements for assignments

Special Knowledge/Skills/Experience:

- Knowledge of working with students with disabilities
- Knowledge of Admission, Review, and Dismissal (ARD) Committee process
- Knowledge of Individual Education Plan (IEP) goal setting process and implementation
- General knowledge of curriculum and instruction
- At least one year student teaching or approved internship

Major Responsibilities and Duties:

- Collaborate with students, parents, and other members of staff to develop IEP through the ARD Committee process for each assigned student.
- Implement accommodations through the Universal Design for Learning (UDL) framework.
- Implement evidence-based strategies in the self-contained setting to address academic, social, or behavioral needs of the students.
- Gather data and other required information for progress monitoring and update IEP goals.
- Design instruction to meet individual needs based on data analysis.
- Employ a variety of instructional techniques and media to meet the needs and capabilities of each assigned student.
- Attend district approved curriculum trainings and implement the curriculum with fidelity.
- Conduct ongoing assessments of student achievement through formal and informal testing.
- Implement positive behavior supports to manage the behavior of students as outlined in the ECSE Program Guide.
- Create learning environments that are happy, relaxed and engaging to promote successful learning and appropriate emotional and social development.

- Implement and consult with other team members on positive behavior supports to manage the behavior of students.
- Abide by rules of confidentiality.
- Attend and participate in faculty meetings and district teacher professional learning opportunities.
- Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
- Maintain a professional relationship with colleagues, students, parents, and community members.
- Use effective communication skills to present information accurately and clearly.
- Contribute toward a positive and professional learning environment in the school.
- Keep informed of and comply with federal, state, district, and school regulations and policies and standards for professional conduct for special education teachers.
- Respect cultural and linguistic diversity.
- Plan and supervise assignments for teacher aide(s)
- Maintain emotional composure when dealing with difficult behavioral/communication disabilities.
- Attend district approved crisis intervention training.
- Implement crisis intervention strategies to promote safety using district approved restraints & control techniques.
- Address the personal care needs of students, such as, feeding, toileting, diapering, and personal hygiene.
- Fulfill other responsibilities and duties as assigned.
- Plan and supervise assignments and schedules for paraprofessionals.

Mental Demands/Physical Demands/Environmental Factors:

- Standard office equipment including personal computer and peripherals; specialized positioning equipment
- Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, twisting,
- Frequent walking; occasional fast-paced walking, frequent sitting on the floor & standing from sitting position on the floor
- Frequent lifting (45 pounds or less); assist non-ambulatory students; move adaptive and other classroom equipment
- Exposure to biological hazards
- Maintain emotional control under stress; work with frequent interruptions; work with frequent interruptions: frequent multi-tasking; during crisis intervention, promote safety using district approved restraints & control techniques

OTHER: All employees are to follow district safety protocols and emergency procedures.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

Signature

Date

Print Name