

FNSBSD JOB DESCRIPTION	
Job Title: Special Education Teacher	
Supervisor: Building Principal or District Administrator	Classification: Classified (FEA)
Days/Months: Minimum of 180 Days	

General Responsibilities

Plans and provides appropriate learning experiences for students with disabilities in a variety of educational settings. Through the Individualized Education Program (IEP) process, facilitates development in areas of need such as educational, social/emotional, communication, gross motor, fine motor, and adaptive.

Duties and Expectations

Domain 1: Planning and Preparation

- Demonstrates knowledge of content and pedagogy
- Works with other teachers to suggest or provide instructional support and materials as necessary to meet the academic, behavior, social-emotional, and adaptive needs of students on their caseload
- Designs differentiated, summative, and formative student assessments related to instructional outcomes
- Establishes and maintains accurate and complete special education working files and permanent files in a confidential manner
- Reports progress on IEP goals at least quarterly
- Prepares weekly plans and schedule of services consistent with students' IEP
- Distributes IEP contents to other team members as case manager

Domain 2: Classroom Environment

- Creates an environment of respect and rapport conducive to learning
- Establishes and models positive student behavioral expectations
- Interacts with students in an encouraging and supportive manner
- Creates and models smooth functioning of all classroom routines
- Organizes physical space to promote safety and educational access for all students
- Promotes maximum growth of each student by identifying and providing for individual difference

Domain 3: Instruction

- Provides student with clearly stated individualized instructional objectives
- Clearly communicates expectations for learning, directions, and procedures with students and families
- Demonstrates flexibility and responsiveness to student learning needs and differences
- Scaffolds learning based upon IEP objectives and uses appropriate evaluation measures to assess progress
- Engages students in learning through questioning and discussion
- Provide tiered interventions as directed by administration

Domain 4: Professional Responsibilities

- Communicates frequently with students and families to engage them in the instructional program
- Serves as a team member/case manager for students' IEP and prepares appropriate and measurable goals and objective
- Establishes and maintains rapport and liaison with classroom teachers, school administration, and parents
- Conducts formal evaluations of student achievement using district adopted standardized assessment tools
- Actively participates in a Professional Learning Community to support personal and professional growth
- Demonstrates professionalism through positive interactions and collegial support
- Uses positive behavioral support and techniques. Must be able to successfully complete district adopted crisis prevention and intervention program

Equipment Used

Computer, printer, copy machine, SmartBoard, video projector, personal smart devices (iPad, iPhone), and other equipment needed to develop and present an appropriate instructional program. Computer software including IEP management system, word processing, e-mail, Internet access software, Google docs, and software approved and adopted by the district and/or building such as student grade report programs. May require knowledge and/or use of equipment such as wheelchairs, standers, or other PT/OT devices.

Independent Decisions

Independent decision-making expected, verifying course of action with building principal or district administrator as needed, based on IDEA, School Board Policy, district and/or building rules.

Primary Working Contacts

Members of IEP team, certified and classified staff in the building, building and district administrators, parents, and students.

Supervision Received and Exercised

The special education teacher is supervised by the building principal or district administrator and may supervise one or more special education aide(s).

Unusual Working Conditions

Requires being outside in extremely cold temperatures when on bus and recess duty. Itinerant special education teachers are required to travel between different work locations. May have exposure to extreme acting out behavior. May need to assist with student physical needs including feeding, toileting and personal hygiene.

Evaluation

Written evaluation annually or more frequently, in accordance with district policy, by the building administrator or other appropriate district administrator.

Physical and Mental Demands

The physical demands of this position require frequent standing, walking, sitting, speaking, hearing and the ability to withstand extended periods of time (between 3-4 hours) without a break. Specific visual abilities are also required. The employee is regularly required to reach with his/her hands and arms, occasionally lift items weighing up to 50lbs and to safely restrain out of control students who present a danger to self or others using district adopted intervention techniques.

The employee must be able to understand vague and implicit instructions, be able to readily recall facts and details, handle conflict, and make effective decisions under pressure.

Job Qualifications

The following are required:

1. Bachelor's degree
2. Valid Alaska teaching certificate (or eligible for one at time of hire) with endorsement in Special Education
3. Working knowledge of state and federal Special Education laws
4. Meet all state and federal requirements to be qualified in required content area.