



# STILLWATER AREA PUBLIC SCHOOLS

## Position Description

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> <i>Teacher Special Education</i>	<b>Department / Building:</b> <i>Site as Assigned</i>
<b>Reports to:</b> <i>Site Principal / Program Coordinator [If Applicable]</i>	<b>FLSA Status:</b> <i>Exempt</i>
<b>Band/Grade/Subgrade:</b> <i>TBD</i>	<b>Bargaining/Work Unit:</b> <i>St. Croix Education Association (SCEA)</i>
<b>Position Last Updated:</b> <i>2002</i>	<b>Next Position Description Update:</b>

### SECTION II: JOB SUMMARY

To develop materials and lesson plans; conduct instruction; regularly evaluate instructional materials for grade appropriateness; and continually assess student development and performance.

To regularly meet with parents / guardians / responsible adults and/or students to ensure everyone's clear understanding of that student's or students' overall performance in terms of strengths / weaknesses, progress / potential and any other observable characteristics, abilities or challenges which are affecting the student's or students' performance.

### SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility No:</b>	1	<b>Statement of duty/responsibility:</b> Curriculum and Instruction
<b>Percent of Time:</b>	55%	

#### Tasks involved in fulfilling above duty/responsibility:

- Designs and implements instructional plans, aligned with district standards and curriculum, tailored and appropriate to the subject area(s) and unique needs of assigned students.
- Reviews, selects, and modifies materials and resources to carry out the curriculum plan.
- Accommodates delivery of instruction and assessment to in accordance with the students unique learning strengths and challenges
- Instructs students in a manner which consistently incorporates best teaching practices.

<b>Duty/Responsibility No:</b>	2	<b>Statement of duty/responsibility:</b> IEP/Case Management
<b>Percent of Time:</b>	15%	

#### Tasks involved in fulfilling above duty/responsibility:

- Develops annual education plans (IEP) for students to include present levels of performance, educational needs, goals and objectives and general and special educational services.

- Coordinates the instruction and related service in the student's IEP and to serve as the primary contact for the parent
- Assures compliance with procedural requirements, communicating and coordinating among home, school and other agencies, and between general and special education programs; and scheduling and facilitating team meetings
- Coordinates due process procedures according to TSES (Total Special Education System).

<b>Duty/Responsibility No:</b>	3	<b>Statement of duty/responsibility:</b> Learning, Work / Resource Relationships and Communications
<b>Percent of Time:</b>	5%	

#### Tasks involved in fulfilling above duty/responsibility:

- Establishes and sustains positive, mutually-respectful and appropriate relationships with students in all settings.
- Participates and contributes actively to site educational and related programming to help ensure a broad-based experience for students.
- Develops and maintains collaborative and productive working relationships with support services staff, outside service vendors and any other sources in a position to meet student needs and advance their growth, development and achievements.
- Works effectively with colleges and universities to provide practice teachers and education program candidates with viable, valuable and practical learning experiences.

<b>Duty/Responsibility No:</b>	4	<b>Statement of duty/responsibility:</b> Assessment & Evaluation
<b>Percent of Time:</b>	10%	

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- Assesses and evaluates results being achieved through current teaching practices as primary basis for ongoing instructional planning; determining student progress / grading / reporting; and reinforcing students' outstanding contributions and performance.
- Conducts and /or facilitate special education initial and three year re-evaluations.
- Assesses and evaluates one's own professional development needs including the necessary planning and strategies to satisfy those needs.

<b>Duty/Responsibility No:</b>	5	<b>Statement of duty/responsibility:</b> Recordkeeping
<b>Percent of Time:</b>	10%	

#### Tasks involved in fulfilling above duty/responsibility:

- Maintains various required records and data according to established policies and procedures, ensuring the accurate and timely availability of such information as needed.

<b>Duty/Responsibility No:</b>	6	<b>Statement of duty/responsibility:</b> Special Projects
<b>Percent of Time:</b>	5%	

#### Tasks involved in fulfilling above duty/responsibility:

- Performs other job-related duties as requested or assigned.

## SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Formal preparation and appropriate licensure for the area(s) being taught.
- Highly qualified for academic areas of instruction
- Knowledge of current practices in curriculum and instruction for the level(s) and subject area(s) being taught and the ability to create plans in a consistently complete and timely manner.
- Decisions on design, content and delivery alternatives are made in consideration of student abilities and needs and also complement and supplement applicable graduation standards.
- Knowledge of special education due process rules and procedures.
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#### **SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES (Cont'd)**

- Knowledge, skills and abilities to consistently select objectives at the appropriate difficulty level and teach to those objectives.
- Knowledge of child growth, development, learning patterns and principles of learning effectively, monitoring student learning and adjusting practices accordingly.
- Develop instructional strategies that maximize student involvement and participation.
- Provide an honest, respectful, caring and safe learning environment.
- Knowledge, skills and ability to communicate behavior, learning and interaction expectations in a manner which sets an example and fosters mutual respect, accountability, cooperation, and responsible, appropriate role relationships with students, parents, colleagues and others.
- Introduce and facilitate alternative dispute resolution (ADR) procedures under appropriate circumstances.
- Honors and preserves confidentiality within the context of ensuring compliance with all applicable laws, regulations, policies, protocols and procedures.
- Recommendations developed on both specific and generalized basis designed to advance educational and developmental missions of the site and District.
- Knowledge of appropriate resources inside and outside the District is current and effectively applied.
- Knowledge of special education procedures and assessment tools.
- Demonstrates an interest to stay current and effective through the pursuit and completion of required continuing education and other applicable opportunities.
- Knowledge of existing electronic and/or hard-copy records management to ensure the appropriate interactive use of such information.

#### **SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS**

- Bachelor's degree or equivalent and appropriate State licensure for the area(s) of teaching for which contracted.

#### **SECTION VI: EXPERIENCE REQUIREMENTS**

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

#### **SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS**

- A clear and demonstrated commitment to the District mission, which is to ensure a rigorous and relevant education where all learners are valued, positive relationships are developed and students are prepared for life-long learning in a global society.
- Performing assigned responsibilities in a manner consistent with the District's established Beliefs.
- Advancing the District's mission and vision through careful attention to the key issues of personalized instruction, opportunities, innovation and tradition of excellence.

## SECTION VIII: PHYSICAL JOB REQUIREMENTS

**(Indicate according to essential duties/responsibilities):**

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
<b>Physical</b>		<b>Lifting/Carrying</b>		<b>Exposure to Environ. Conditions</b>	
Standing	O	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	
Walking	O	Up to 25 pounds	O		
Sitting	F	Up to 50 pounds	N		O
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	N	Up to 100 pounds	N	Moving parts	N
Hearing	C	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	O	<b>Noise Levels</b>		Explosives	N
Climbing, balancing	N	Quiet (i.e. private office)	F	Fumes	N
Stooping (bend at waist)	N	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	N			Extreme heat (non-weather)	N
Stretching/reaching with hands & arms	N	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	O	Varying weather conditions	N
Distinguishing smell	N	Very loud noise (i.e. jack hammer, front row rock concert)	N	<b>Sight</b>	
Distinguishing temperature	N			Vision for close work/ability to adjust focus	O
Traveling by automobile	O			Looking at computer monitor	F
				Color vision (identify & distinguish colors)	F
				Peripheral, depth perception	F