

Special Education Teacher

McFarland School District Special Education Teacher Job Description

Job Summary

Under the direction of the Building Principal and Director of Student Services, the Licensed Special Education Teacher develops and provides specialized instruction to meet the unique needs of students with disabilities; evaluates and assesses student progress towards instructional objectives; follows State mandated due process procedures, and functions as IEP case manager to assigned students.

Qualifications

District Special Education Teachers are required to hold the certification required by the State of Wisconsin for the assignment in which they serve.

General Position Description

A special education teacher is responsible for ensuring an educational atmosphere where students have both the opportunity and the instructional support needed to develop knowledge, skills, and dispositions consistent with their IEP goals and individual learning needs, the District's strategic goals and priorities, and the academic standards of the State of Wisconsin. Because of the range of specific assignments included under the general description of a special education teacher, the following responsibilities are intended to be representative, but not inclusive.

Responsibilities

1. Planning and Preparation

The teacher:

- a. Demonstrates knowledge of content and pedagogy by:
 - i. Identifies, selects, and/or modifies curriculum, assessment, and instructional resources as necessary to meet the needs of students with varying (dis)abilities, cultural backgrounds, learning styles, and special challenges and talents.
 - ii. Differentiates materials and instructional strategies to meet the specific needs of individual students.
- b. Demonstrates knowledge of students.
 - i. Plans and teaches a program of study consistent with the principles of child growth and development, state standards, and the District curriculum scope and sequence.
 - ii. Coordinates the delivery of special education services in each student's IEP.
 - iii. Provides consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities.
 - iv. Understands each students' unique learning needs and IEP goals and objectives.
- c. Sets instructional outcomes.
 - i. Implements instructional activities that contribute to a climate of high standards and individual support where students are actively engaged in meaningful learning experiences.
 - ii. Reviews academic and behavioral data to establish achievable goals.

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- d. Demonstrates knowledge of resources.
 - i. Maintains an understanding and knowledge of what resources are available for classroom use, student use and for family use.
 - ii. Invites, when permission is granted, outside agencies to IEP meetings when appropriate.
 - iii. Demonstrates and implements knowledge regarding alternative ways for students to access the general education curriculum.
- e. Designs coherent instruction.
 - i. Plans and teaches learning activities aligned with students' IEP goals and objectives.
 - ii. Demonstrates planned learning targets in order for the student to meet grade level standards.
- f. Designs student assessments.
 - i. Demonstrates understanding of the uses of a range of formative and summative assessment techniques by implementing them in the classroom and providing progress reports as required.
 - ii. Provides students with approved testing accommodations.

2. The Classroom Environment

The teacher:

- a. Creates an environment of respect and rapport
 - i. Promotes and maintains a safe and healthy environment in the classroom and school building.
 - ii. Establishes a classroom where students are comfortable taking intellectual risks.
- b. Establishes a culture for learning
 - i. Establishes high expectations for all students, where the teacher and students value learning and hard work.
 - ii. Ability to plan and communicate student plans (behavior plans, accommodation plans) to the general education teacher.
 - iii. Communicates expectations for learning and achievement.
- c. Manages classroom procedures
 - i. Establishes reasonable standards of classroom conduct and administers them in a fair and consistent way appropriate to the maturity level and interests of the students.
 - ii. Employs and implements a classroom structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district policies and procedures.
- d. Manage student behavior
 - i. Provides student supervision in non-classroom areas and situations, including at school-sponsored events, in accordance with school and District plans, practices, and procedures.

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- e. Organizes physical space
 - i. Organizes classrooms space to account for safety and accessibility.
 - ii. Promotes effective use of electronics and other technology are being utilized.

3. Instruction

The teacher:

- a. Communicates with students
 - i. Provides clear expectations for learning.
 - ii. Provides accurate information to students while encouraging them to think on their own.
- b. Uses questioning and discussion techniques
 - i. Facilitates student participation through classroom discussions and encourages student participation.
 - ii. Values student responses
- c. Engages students in learning
 - i. Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP.
- d. Uses assessment in instruction
 - i. Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques.
- e. Demonstrates flexibility and responsiveness
 - i. Adjusts lessons based on student needs.
 - ii. Demonstrates persistence.

4. Professional Responsibilities

The teacher:

- a. Reflects on teaching
 - i. Thinks reflectively and critically while analyzing instruction through the lens of student learning.
- b. Maintains accurate records
 - i. Maintains effective and efficient record-keeping procedures, including lessons that reflect a logical, standards-based sequence of learning objectives and activities.
 - ii. Fulfills professional obligations related to meeting deadlines, schedules, and requests from administrators, parents, and or students.
 - iii. Keeps accurate records, files required reports on a timely basis, and provides them for District use as required.
 - iv. Creates and maintains a current folder of procedures, plans, and responsibilities for the use of substitute teachers.
 - v. Develops and implements annual Individualized Educational Program (IEP) plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals.
 - vi. Conducts special education evaluations and reevaluations.
- c. Communicates with families

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- i. Schedules meetings and works cooperatively with IEP team members and others in developing instructional goals and strategies.
 - ii. Serves as primary contact for the parent.
 - d. Participates in a professional community
 - i. Collaborates with team, department, and grade-level colleagues to enhance the instructional program and learning environment.
 - ii. Works cooperatively with general education, special education, English Language Learner, and Advanced Learner colleagues in identifying, planning, and implementing appropriately challenging learning opportunities and provides support, including participating on the building PST Team.
 - iii. Assists in meeting school improvement and department goals, including participation in school improvement tactics and activities.
 - e. Grows and develops professionally
 - i. Strives to improve professional skills through participation in professional staff development opportunities that reflect research and best practices.
 - ii. Participates on committees related to student needs, in school programs, and in other school and District events and responsibilities as appropriate in a professional position.
 - iii. Attends and participates in staff, team and/or department meetings and other related district meetings, as necessary.
 - f. Shows professionalism
 - i. Demonstrates willingness to share expertise and professional knowledge with other staff.
 - ii. Develops and maintains a positive and cooperative working relationship with other District colleagues, students, families, and community members.
 - iii. Models professional and ethical standards when dealing with colleagues, administration, students, families, and the community.
 - iv. Accepts constructive criticism and direction and demonstrates understanding through the appropriate changes in attitude and/or behavior.
 - v. Is knowledgeable of and adheres to all procedures and policies articulated in the District's handbooks and other publications
- 5. Specific Physical and Sensory Requirements:
 - a. This job is classified as medium work but depending on the assignment could be classified as medium/heavy. This job primarily involves:
 - i. Walking
 - ii. Bending
 - iii. Stooping
 - iv. Occasional sitting and standing
 - v. Twisting
 - vi. Squatting/crouching
 - vii. Kneeling
 - viii. Pushing exerting forces up to 30 pounds- frequently performed

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TEACHER

APPLICANT _____

I have reviewed the above job description and analysis and understand the requirements of this position.

_____ Initial here

After reviewing the above analysis, I hereby certify that:

I am able to perform all of the primary functions required of this position.

_____ Yes _____ No

If no, which primary functions would you have difficulty performing (please list):

Are there any reasonable accommodations that could be made that would allow you to perform the primary functions above?

_____ Yes _____ No

If yes, please describe:

Applicant Signature

Date

Interviewer Signature

Date