

Cottonwood Joint School District No. 242

**Special Education Teacher
Job Description**

QUALIFICATIONS:

1. Possess appropriate State of Idaho Teacher's Certificate endorsed for Standard Exceptional Child Generalist K-12.
2. Experience is desired but not required.
3. Such alternatives to the above qualifications as the board may find appropriate and acceptable.

REPORTS TO: Directly to the Director of Special Programs and the Building Principal and indirectly to the Superintendent.

JOB GOALS: To provide each student who has a disability that qualifies for special education services, with programs that will enable the student to reach their fullest potential.

PERFORMANCE RESPONSIBILITIES: The Special Education Teacher will:

A. Philosophical, Historical and Legal Foundations of Special Education

1. Articulate personal philosophy of special education including its relationship to/with regular education.
2. Conduct instruction and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures.

B. Characteristics of Learners

1. Access information on various cognitive, physical, cultural, social and emotional conditions of exceptional individuals.

C. Assessment, Diagnosis and Evaluation

1. Collaborate with parents and other professionals involved in the assessment of students with individual learning needs.
2. Create and maintain student records.
3. Gather background information regarding academic, medical and family history.
4. Use various types of assessment procedures (e.g., norm-referenced, curriculum-based, work samples, observations, task analysis) appropriately.
5. Interpret formal and informal assessment instruments and procedures.

6. Report assessment results to students, parents, administrators and other professionals using appropriate communication skills.
7. Develop individualized assessment strategies of instruction.

D. Instructional Content and practice

1. Interpret and use assessment data for instructional planning.
2. Develop comprehensive, longitudinal individualized student program.
3. Prepare appropriate lesson plans.
4. Involve the student in setting instructional goals and charting progress.
5. Conduct and use task analysis.
6. Select, adapt and use instructional strategies and materials according to characteristics of learner.
7. Sequence, implement and evaluate individual student learning objectives.
8. Integrate affective, social and career/vocational skills with academic curricula.
9. Use instructional time properly.
10. Choose and implement instructional techniques and strategies that promote successful transition for personal with exceptional learning needs.

E. Planning and Managing the Teaching and Learning Environment

1. Create a safe, positive and supportive learning environment in which diversities are valued.
2. Use Strategies and techniques for facilitating the functional integration of exceptional individuals in various settings.
3. Incorporate evaluation, planning and management procedures which match learner needs with the instructional environment.
4. Design, structure and manage daily classroom routines, including transition time, effectively for students, other staff and the general classroom.
5. Direct the activities of a classroom paraprofessional, aide, volunteer or peer tutor.

F. Managing Student Behavior and Social Interaction Skills.

1. Demonstrate a variety of effective management techniques appropriate to the needs of exceptional individuals.
2. Modify the learning environment to manage inappropriate behaviors.

3. Identify realistic expectation for personal and social behavior in various settings.

G. Communication and Collaborative Partnerships

1. Use of collaborative strategies in working with students, parents, school and community personnel in various learning environments.
2. Communicate and consult with students, parents, teachers and other school and community personnel.
3. Encourage and assist families to become active participants in the educational team.
4. Collaborate with regular classroom teachers and community personnel in integrating students into various learning environments.
5. Communicate with regular teachers, administrators and other school personnel about characteristics and needs of students with specific exceptional learning needs.

H. Professionalism and Ethical Practices

1. Demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional learning needs.
2. Demonstrate proficiency in oral and written communication.

TERMS OF EMPLOYMENT: Employment shall be for the regular school year and additional days as determined by the Director of Special Programs in the district. The fiscal agent shall be determined by joint agreement between the schools served. Benefits will be in accordance with those established by the school serving as the fiscal agent.

EVALUATION: Performance will be evaluated by the Director of Special Programs in accordance with the district policy.