

QUALIFICATIONS AND DUTIES OF THE SPECIAL EDUCATION TEACHER

POSITION: SPECIAL EDUCATION TEACHER

QUALIFICATIONS:

1. Properly certified in all areas of assignment
2. Demonstrates cooperativeness and a willingness to carry-out assigned tasks and performance responsibility;
3. Bilingual, ESL, TESOL Endorsement as needed at each school site:
4. Be Highly Qualified according to NCLB.
5. Other qualifications determined necessary by the Board

REPORTS TO: Principal or Designee/Director of Special Education

GENERAL SUPERVISOR: Superintendent

JOB GOAL: To provide each student with the opportunity to get into a program that will enable him/her to reach his/her fullest physical, emotional, psychological, and behavioral potential through Individual Education Plan IEP.

PERFORMANCE RESPONSIBILITIES:

1. Provide a basic care program for all identified students consistent with state education code requirements and locally adopted guidelines.
2. Coordinate and supervise work experience and on-campus job training programs involving Special Education Students.
3. Work cooperatively with classroom teachers who have Special Education students in regular classes, interpreting the abilities and disabilities of these students to the staff on a need to know basis, and assist the student with regular class assignments.
4. Confer frequently with parents and professional staff members regarding the student's wellness, strengths, educational, social, personal behavior problems and progress of such students.
5. Assist other professional staff members in resolving the unique psychological learning or disciplinary problems of each student.
6. Assist in screening, evaluating, and recommending placements of applicants in the school's Special Education Program.
7. Counsel individuals and groups of Special Education students with educational, occupations and personal problems.
8. Assist the Special Education students in making a realistic assessment of his/her abilities and in establishing educational and occupational goals in keeping these abilities.
9. Provide motivation to students who have a short attention span.
10. Establish and maintain standards of individual student behavior.
11. Undertake continuing professional study in the psychology of the special education student and in bilingual education referencing teaching methods related to this field.
12. Keep attendance records and all other records pertinent of student activities to include in and out of school activities.

13. Participate in faculty committees and the sponsorship of student activities to include in and out of school activities.
14. Implement EPSS and participate in curriculum development programs, curriculum benchmarks, alignment, performance standards/assessments and revisions, inclusive of the bilingual curriculum and express your views and professional observations to the E.A. and R. Committee and provide input in developing/modifying IEP(s).
15. Gather data in order to develop strategies for student improvement.
16. Initiate the selection of equipment and materials and maintains required inventory records.
17. Supervise pupil in and out of school activities as assigned.
18. Participate cooperatively with the appropriate administrators to develop the method by which the teacher will be evaluated in conformance with district guidelines.
19. Administer group standardized tests in accordance with district testing program.
20. Administer the IPT Assessment.
21. Participate in filling out Time Study for Medicaid Reimbursement.
22. Be willing to provide the Least Restrictive Environment to all or the majority of the students in a special education program.
23. Provide Full Inclusion and team teach with the regular education teacher.
24. Attend board meetings at the request of the Superintendent or his/her authorized designee.
25. Be technology literate.

JOB REQUIREMENTS SPECIAL EDUCATION TEACHER

SPECIAL EDUCATION DIRECTOR WILL MEET WITH SPED TEACHERS QUARTERLY AND SPED DIRECTOR WILL CHECK OFF DOCUMENTS. DOCUMENTS WITH ASTERISKS WILL BE COLLECTED INTO THE SPED FILE IN THE DIRECTOR'S OFFICE. DEFICIENCIES WILL RESULT IN MEETING WITH DIRECTOR AND ADMINISTRATOR (PRINCIPAL AND/OR SUPERINTENDENT). WORKING FILES WILL BE COLLECTED AT THE END OF THE SCHOOL YEAR.

Special education teachers need to have working files on each student. These files need to contain:

1. BRIGANCE TEST PRE/POST (Information needs to be recorded into booklets/color coded)
2. Special education service schedule will be followed with fidelity
Special Education inclusion teacher will give general education teacher advanced notice of absences from school or IEP meetings which conflict with his/her students' inclusion schedule /time, when possible.
 The special education teacher is also available Fridays to assist students with assignments, tests, projects, makeup work, homework, make up time etc.

Special Education pull out teachers will give the general education teacher advanced notice of absences from school or IEP meeting which conflict with pull out schedule ahead of time, when possible.
 If the general education teacher has scheduled district/state testing or field trips pull out cannot occur.

The general education teacher may request, on rare and special occasions, resource students not to be pulled out when they have special projects, for example, NDI, Butterfly Project, field trip, etc.; this will be documented on daily progress notes.

3. DAILY PROGRESS NOTES AND SERVICE DOCUMENTATION WILL BE COMPLETED ON A MONTHLY BASIS for all students on the teacher's work schedule.

4. ACTIVITY LOG OF ALL PHONE CALLS TO PARENTS AND EXTERNAL AGENCIES will be documented including direct contacts and formal meetings, as well as informal face to face contact and phone contacts with parents or external agencies. With specific information regarding the communication. **

5. MONTHLY BEHAVIOR CHARTS from teachers if applicable and assigned to you ** OR circle N/A

<input type="checkbox"/> Week 1	<input type="checkbox"/> Week 2	<input type="checkbox"/> Week 3	<input type="checkbox"/> Week 4	<input type="checkbox"/> Week 5	<input type="checkbox"/>
Week 6					
<input type="checkbox"/> Week 7	<input type="checkbox"/> Week 8	<input type="checkbox"/> Week 9	<input type="checkbox"/> Week 10	<input type="checkbox"/> Week 11	<input type="checkbox"/>
Week 12					
<input type="checkbox"/> Week 13	<input type="checkbox"/> Week 14	<input type="checkbox"/> Week 15	<input type="checkbox"/> Week 16		
<input type="checkbox"/> Week 17	<input type="checkbox"/> Week 18	<input type="checkbox"/> Week 19	<input type="checkbox"/> Week 20	<input type="checkbox"/> Week 21	<input type="checkbox"/>
Week 22					
<input type="checkbox"/> Week 23	<input type="checkbox"/> Week 24	<input type="checkbox"/> Week 25	<input type="checkbox"/> Week 26	<input type="checkbox"/> Week 27	<input type="checkbox"/>
Week 28					
<input type="checkbox"/> Week 29	<input type="checkbox"/> Week 30	<input type="checkbox"/> Week 31	<input type="checkbox"/> Week 32		

6. CURRENT ACCOMMODATIONS AND MODIFICATIONS

7. QUARTERLY ATTENDANCE records**

October December March May

8. CURRENT BIP/SAFETY PLAN/HEALTH PLAN, if applicable

QUARTERLY GRADES**

October December March May

9. SEMESTER PROGRESS REPORTS**

Dec 10th May 12th

10. CONFERENCE SUMMARY FORM for all meetings with teachers or parents**

11. REEVALUATION PACKET FORMS **

12. CURRENT PARENT QUESTIONNAIRE FOR IEP MEETINGS**

13. ANNUAL IEP All data collected.***

14. FALL, SPRING & WINTER Discovery **

Fall Winter Spring

15. ANNUAL SBA/PARCC results (3rd grade and up)**

16. DIBELS quarterly (K-3)**

Oct Dec Mar June

17. COPIES OF ALL INCIDENT REPORTS and DISCIPLINE REPORTS**

18. **WEEKLY LESSON PLANS** THAT CORRELATE WITH IEP GOALS GROUPED BY ABILITY LEVEL AND AREAS OF NEED.
19. NOTE: SPECIAL EDUCATION TEACHER WILL REQUEST FOR SUBSTITUTE IN ORDER TO COMPLY WITH IEP REQUIREMENTS. IA **WILL NOT** BE AVAILABLE TO SUB; IA HAS SCHEDULED DUTIES WITH PULL OUT CLASSES/ONE ON ONE ASSIGNMENTS.

FULL NAMES OF STUDENT MUST APPEAR ON EACH PAGE OF EVERY DOCUMENT, YOU ARE RESPONSIBLE FOR CREATING AND MAINTAINING YOUR WORKING FILES/BINDERS.

SPECIAL EDUCATION TEACHERS ARE RESPONSIBLE FOR COMPLETING IEPs/REEVALUATIONS COLLECTING DATA FOR ALL UPCOMING MEETINGS. SPECIAL EDUCATION TEACHERS ARE RESPONSIBLE FOR COMPLETING THE REEVALUATION PACKET AND COLLECTING ALL THE DATA FOR THE REEVALUATION PACKET. FULL NAMES OF STUDENT MUST APPEAR ON EACH PAGE OF EVERY DOCUMENT, YOU ARE RESPONSIBLE FOR CREATING AND MAINTAINING YOUR WORKING FILES/BINDERS

COMPLAINTS OR PROBLEMS REPORTED BY GENERAL EDUCATION TEACHERS NEED TO BE **REDIRECTED** TO SPED DIRECTOR.

INSTRUCTIONAL ASSISTANT HAS SCHEDULED INSTRUCTIONAL DUTIES WITH PULL OUT CLASSES/ONE ON ONE ASSIGNMENT THROUGHOUT THE DAY. IA WILL NOT BE AVAILABLE FOR ASSISTANCE WITHOUT DIRECTOR'S AUTHORIZATION.

TERM OF EMPLOYMENT: Term of Employment to be established by the Board of Education on an annual basis through the adoption of the School Calendar.

SALARY: Salary to be established by the Board of Education on an annual basis through the adoption of Salary Schedules.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Reviewed and Agreed to by: _____ Date: _____
Special Education Teacher

Approved by: _____ Date: _____
Elementary School Principal

Approved by: _____ Date: _____
Elementary School Principal

Approved by: _____ Date: _____
Director of Special Education