

CHURCHILL COUNTY SCHOOL DISTRICT

TEACHER – SPECIAL EDUCATION

FLSA Status: Exempt

Created: 6/2013

Last Revised: 7/2014

DEFINITION:

The special education teacher is responsible for establishing teaching strategies which are goal oriented and based upon proven instructional techniques that are designed to benefit students with disabilities within a comprehensive life skills program. Instruction is related to functional curriculum domains; domestic, vocational, recreational, community, functional academics.

SUPERVISION RECEIVED AND EXERCISED:

Work is performed under the direction of the principal and/or the Director of Special Services.

ESSENTIAL FUNCTIONS: *(Performance of these functions is the reason the job exists. Assigned job tasks/duties are not limited to the essential functions).*

- Plan curriculum, prepare lessons, and arrange materials/equipment used by students based on the Individual Education Plan (IEP); meet all state and federal mandates for IEP development, maintenance and IDEA eligibility.
- Deliver services to students by collaboration with regular and special education specialists through the school, community and home. Confer with other members of staff to facilitate students' learning in the Least Restrictive Environment based upon the IEP. Maintain knowledge of the continuum of services and assist IEP teams in appropriate student placement.
- Administer appropriate ability and achievement tests and interpret results.
- Observe, evaluate, prepare and maintain records and reports on progress of students.
- Support the continued improvement of special education programs through training and piloting various programs.
- Chair the IEP meetings and oversee the development and implementation of the IEP.
- Configure the appropriate continuum of services based upon student needs.
- Guide the learning process toward the achievement of established district curriculum goals, establish and communicate clear objectives to the students for all lessons, units, and projects.
- Create a classroom environment that is conducive to learning and appropriate to the maturity, interest, and abilities of students; translate lesson plans into learning experiences to best utilize the available time for instruction; provide written evidence of preparation upon request of the supervisor.
- Employ a variety of instructional techniques and media, consistent with the physical limitations of the location provided and the needs and capabilities of each student in order to determine student's instructional needs in meeting the district's competencies; assess accomplishments of students on a regular basis

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in order to provide progress reports as required; communicate with parents as deemed necessary.

- Identify the difference in needs, abilities, and interests among students and provide appropriate instruction to meet those differences.
- Collect, analyze, and report on data for select state and district reports.
- Provide transition assessments, planning, and agency coordination for students and families of students for whom school sites require additional assistance due to specialized needs.
- Administer group standardized tests and proficiency tests to students in accordance with district testing programs and IEP requirements.
- Maintain accurate, complete, and correct records as required by law, district policy and administrative regulations.
- Take all necessary and reasonable precautions to protect students and to maintain equipment, materials, and facilities.
- Develop and maintain a code of conduct for the classroom which is consistent with established administrative policies; develop rules of classroom behavior which are enforced in a fair and just manner.
- Establish and maintain two-way communication with parents, students, and other staff members in an honest, positive, and constructive manner.
- Supervise students in out-of-classroom activities on campus during the assigned working day; participate in the sponsorship of student activities as appropriate to the grade level; attend established traditional school-sponsored activities agreed upon by the building administrator and the faculty.
- Cooperate with other professional staff members in assessing and helping solve health, attitude, and learning problems of the students.
- Work in close cooperation with the Director of Special Services, school administration, school psychologists, counselors, speech pathologists, health services personnel, special education consultants, special education teachers and regular education teachers.

QUALIFICATIONS:

Knowledge, Skills, and Abilities: (KSAs are the attributes required to perform a job; generally demonstrated through qualifying experience, education, or training.)

Knowledge of:

- The principles and practices for effective teaching techniques, student learning techniques and lesson planning.
- IDEA requirements.
- Principles and methods for the design of curriculum, modern techniques for classroom assessment and measurement of their effects.
- Subjects included in the curriculum for the area of assignment.
- Learning and motivation theory, including human behavior and performance, individual differences in ability, personality and interests.
- Methods for assessing behavior, including recognition of affective disorders.
- Computer applications and hardware used in the assigned area.

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- Education code, board rules, district policies, and operating procedures.

Skills to:

- Develop lessons, units and projects consistent with District curriculum goals and objectives.
- Communicate effectively both written and orally.
- Participate as a collaborative member with other faculty and staff.
- Establish and communicate clear objectives for all lessons, units, and projects.

Ability to:

- Configure appropriate placements, services and instruction based upon the IEP.
- Plan curriculum, prepare lessons and arrange materials and equipment used by students based on the Individual Education Plan.
- Instruct students in academic, affective, prevocational and vocational, and/or life skills based upon the Individual Education Plan.
- Assess the accomplishments of students.
- Develop fair and appropriate classroom management techniques.
- Conduct research, analyze findings, develop sound conclusions, and prepare comprehensive reports and plans.
- Model good instructional, coaching and mentoring practices.
- Meet deadlines.
- Operate or learn to operate a microcomputer and related software.
- Communicate enthusiasm, excitement and a strong feeling of commitment to the teaching profession.
- Establish and maintain effective working relationships with school officials, administrators, school staff, outside agencies; and the general public.
- Maintain and improve professional competence through continued education and in-service.

Experience and Training Guidelines: *Any combination of training, education, and experience that would provide the required knowledge, skills, and abilities. A typical way to gain the required knowledge, skills, and abilities is:*

Bachelor's degree from an accredited college/university with major coursework in education or a related field.

Required Certifications and Licenses:

Must possess or be able to acquire a Nevada teaching license issued by the Nevada Department of Education with endorsement in relevant subject area.

Physical and Mental/Intellectual Requirements: *The physical and mental/intellectual requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job.*

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Strength, dexterity, and coordination to use keyboard and video display terminal for prolonged periods. Strength and stamina to bend, stoop, sit, and stand for long periods of time. Dexterity and coordination to handle files and single pieces of paper; occasional lifting of files, stacks of paper or reports, references, and other materials. Some reaching for items above and below desk level. Some reaching, bending, squatting, and stooping to access files and records is necessary. The manual dexterity and cognitive ability to operate a personal computer using word processing and databases. The ability to interact professionally, communicate effectively, and exchange information accurately with all internal and external customers. Light lifting (up to 25 pounds) is occasionally required.

Please see chart below indicating specific physical requirements.

In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Applicants and incumbents are encouraged to discuss potential accommodations with the employer.

PHYSICAL CAPACITY REQUIRMENTS FOR POSITION

(Mark with an X, leave blank where not applicable)

ESSENIAL FUNCTIONS	LESS THAN 25% OF TIME	25% TO 49% OF TIME	50% TO 74% OF TIME	75% TO 100% OF TIME
Sitting	X			
Standing		X		
Walking	X			
Bending/Stooping/Squatting/Twisting	X			
Crawling				
Kneeling				
Reaching above the body	X			
Reaching away from body	X			
Climbing Stairs				
Climbing while working (ladders, stools, roofs, poles)				
Balancing				
Lifting &/Or Carrying objects:				
50 Pounds or 1/3 Bodyweight	X			
Pushing				
Pulling				
Grasping/Gripping	X			
Handling				
Applying Torque (arms)				
Fine Manipulation				
Repetitive Work	X			
Weight Bearing				
Typing, Keyboarding, or Entering Data	X			
Computer Monitor/CRT	X			
Driving a Vehicle				

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ESSENIAL FUNCTIONS	LESS THAN 25% OF TIME	25% TO 49% OF TIME	50% TO 74% OF TIME	75% TO 100% OF TIME
Working Alone				
Operating Machinery or Equipment:				
Heavy Equipment				
Vibrating Equipment				
Power Tools				
Machine/Electrical Hazards				
Ladders > 6 Feet				
Personal Protective Equipment				
Respirator Use				
Work Conditions:				
High Noises				
Heights				
Confined Spaces				
Heat Stress	X			
Cold Stress	X			
UV Exposure	X			
Hazardous Chemicals/Waste >8 Hours Per Day				
Overtime/Irregular Hours				
Senses:				
Eyes				
Visual Demanding Work	X			
Near Vision	X			
Far Vision				
Depth Perception				
Basic Color Discrimination				
Audio Arms				
Ability to Smell				

Working Conditions:

Work is performed under the following conditions:

Exposure to climate controlled classroom settings to outside weather with temperatures ranging from mild/moderate to extreme cold/heat. May involve exposure to noise levels ranging from moderate to very loud and occasional to frequent time periods. May involve work in crowded environments.

Hazards: Classroom furniture, playground/office equipment, communicable diseases, chemicals (as related to specific assignment), and power/hand operated equipment and machinery (as related to specific assignment).

Employee's Acknowledgement: I acknowledge that I have read the above job description and have received a copy for my records.

Employee Name: _____

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Employee Signature: _____ Date: _____

Human Resources Signature: _____ Date: _____