

POSITION DESCRIPTION

TITLE:	Special Education Teacher	SUPERVISOR:	Director of Special Education
DEPARTMENT:	Special Education	CLASSIFICATION:	Certified

I. **Accountability Objectives:**

The teacher is responsible for providing support to general educators, modifications, supplemental aides, and direct instruction to/and on behalf of the district's special education students. The teacher is expected to provide adopted educational programming as prescribed in the Individual Education Plan (IEP). This entails execution of the district's instructional programs and IEP-BIPs that are developed to meet the needs of the individual students. Teachers are expected to perform these tasks as directed by their immediate supervisor. It is expected that the teacher's performance will comply with School Board policies, contractual obligations, administrative rules and regulations, and district procedures and practices.

II. **Position Characteristics:**

Salary: To Be Determined

Length of Contract: 188 Days

III. **Position Relationships:**

Reports to: Director of Special Education or Building Principal

Coordinates with: Director of Special Education, building principal, teachers, school district staff, program support teachers, specialists, and school psychologist.

Type of Coordination: Planning, delivery, and articulation of district's curriculum.

IV. **Position Qualifications:**

A. Required Qualifications:

Wisconsin teaching certification in Special Education; expected to maintain and/or acquire necessary certifications to teach in respective building or assignment.

V. **Position Responsibilities:**

- A. Responsible for understanding the educational philosophy of the District and for carrying out the policies of the Board of Education.
- B. Directs and evaluates the learning experience of the student in classroom and assigned co- curricular activities.
- C. Provides guidance which will promote the welfare and educational development of the student.
- D. Uses effective teaching techniques that will foster optimal student learning.
- E. Plans and delivers instruction based on the curriculum adopted by the school district and needs of the individual student including modifications, adaptations, etc.

- F. Plans a variety of instructional activities to meet the individual needs, interests, and abilities of students, preferably in inclusionary settings where appropriate.
- G. Establishes and maintains an inclusionary/resource classroom environment that is orderly and conducive to optimal learning.
- H. Participates as an evaluator in the special education referral and assessment process when called upon.
- I. Participate in the IEP process as assigned, working collaboratively with other IEP committee members in the development of the IEP. Create BIP's (Behavior Intervention Plans) when appropriate for behaviors that interfere with learning.
- J. Insures that students with disabilities are assisted in the necessary remediation of health, attitude, and learning concerns by providing appropriate instruction and working cooperatively with general classroom staff.
- K. Maintains a positive relationship with students, staff, and parents that will promote effective communication.
- L. Assesses the accomplishments of students on a regular basis and provides formal and informal feedback regarding student progress to student, parent, and school officials.
- M. Participates in district curriculum development which includes district and building articulation activities.
- N. Attends and participates in faculty meetings, appropriate inservice programs, and other professional growth activities as prescribed by the administration.
- O. Provides for the care and protection of school property.
- P. Assists in budgeting for supplies needed in the instructional program.
- Q. Provides appropriate work direction to assigned support staff.
- R. Works cooperatively with staff within student services department, e.g., psychologists, social workers, speech clinicians, OT, PT, special developed physical education, counselor, nurse, outside social agencies, and with transition agencies.
- S. Assists in the identification, selection, modification, and evaluation of instructional materials.
- T. Maintains knowledge in the current trends and research in the specific curricular areas taught.
- U. Works collaboratively with other staff to provide appropriate instruction and support.
- V. Performs other duties as prescribed by the building principal and other administrators.