

Red Wing Public Schools Position Description

Special Education Teacher

General Information

Department:	Special Education
Unit:	Teachers
Immediate Supervisor:	Assistant Special Education Director and Building Principal
Grade Placement:	19
FLSA Status:	Exempt

Position Summary

The Special Education Teacher is responsible for assisting the District in assessing and identifying students with special needs such as learning disabilities, health impairments, developmental cognitive delays or other similar needs according to state eligibility criteria. The Special Education Teacher plans for, develops and implements individualized education programs and instruction in academic, functional and social emotional areas. This work is in collaboration with other educational professionals and administrators in designing, modifying and delivering educational services.

Essential Duties and Responsibilities

1.	Plans, develops and writes individualized learning goals, objectives, learning strategies and behavior management plans for students with special needs while adhering to state and federal due process requirements.
2.	Provides classroom instruction to in academic areas and curriculum with regard to the individualized educational plan of students and their needs. <ul style="list-style-type: none">a) Teaches specific learning objectivesb) Teaches to appropriate levels of difficultyc) Adapts curriculum and materials to best fit the needs of studentsd) Assesses student progress and determining the need for additional reinforcement or adjustments to instructional plans/techniques/IEPs/goals.e) Employs various teaching techniques, methods and principles of learning to best meet the needs of student and district learning outcomes.f) Prepares lesson plans for specific direct instruction.
3.	Develops, implements and monitors strategies to support students' functional and social/emotional development as appropriate.
4.	Serves as a case manager and carries out all steps and procedures of the Special Education assessment process including the preparation of all due process forms; assessment procedures, determining eligibility, needs, recommendations and written evaluations; monitors student schedules for appropriateness throughout the year; meeting with parents and staff to share results. Completes all required due process paperwork required and/or mandated by state and federal laws or as required by the District.

5.	Participates and/or conducts IEP meetings with parents, teachers, administrators or other educational professionals to discuss student needs and progress and to formulate a consensus regarding student needs, goals and strategies to achieve these individual goals for the student.
6.	Educates staff and implements referral process for students possibly needing special education services. Assists and advises teachers with pre-referral interventions and determines the need for assessment based upon the outcomes of these interventions.
7.	Provides instructional leadership to other support staff and paraprofessionals within the classroom involved in providing instructional support activities and implementation of individualized educational plans for students. Assigns activities, provides guidance and instructional oversight, monitor performance and provide feedback, coaching and performance evaluation.
8.	Performs other duties of a comparable level or type as apparent or assigned by his or her supervisor(s).

Required Education, Training, and Work Experience

Required Education / Training: 4 years of college

Degree Information: Bachelor's Degree

Major Field of Study or Degree Emphasis: Education and relevant instructional subject area(s)

Required Work Experience: None

Licenses / Certifications Required:

- Licensed as a special education teacher in Minnesota in assigned disability areas of responsibility
- Seclusion and restraint certification

Essential Knowledge Required to Perform the Essential Functions of the Position

- Teaching principles, practices, techniques and approaches.
- Child development theories and development stages and needs.
- Laws, rules, guidelines and regulations pertaining to special education programs and due process requirements.
- Current trends, theories and technologies pertaining to learning and instruction.
- Special education assessment procedures and techniques, due process requirements, test construction, evaluation methods, learning outcomes and standards.
- Subject material, concepts and issues related to grade/subject of assignment.
- Basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases).
- Instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements.

Essential Skills Required to Perform the Work

- Planning and developing lesson plans, learning and behavior objectives; developing and writing of individualized educational plans for students with special needs.
- Delivering educational instruction and material tailored to the needs of individual students, and consistent with the educational requirements and objectives of the District with the requirements and laws pertaining to special education.
- Assessing and evaluating special education needs and in monitoring student progress.
- Implementing crisis intervention techniques and use of proper restraint procedures.
- Communication and group facilitation skills for conducting staffings for special education students and educational team.
- Leading group processes/discussions, utilizing a variety of instruction aids and technologies.
- Maintaining, documenting and updating due process records in accordance with laws, rules and/or regulations.
- Dealing effectively and appropriately with parents, students, staff and other educational professionals over instructional needs, concerns or problems of the student and district.
- Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.
- Advising district administrators and/or committees concerning needs in curriculum and learning approaches, building site issues; event planning, or other activities as assigned.

Typical Physical Demands for this Position

Summary of Physical Job Requirements:

Physical requirements associated with the position can be best summarized as Light Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.

Physical Job Requirements:

	Amount of Time Spent			
	None	1/3 or Less	1/3 to 2/3	Over 2/3
Physical Activities				
Stand			X	
Walk		X		
Sit		X		
Use hands to finger, handle or feel			X	
Reach with hands arms		X		
Climb or balance	X			
Stoop, kneel, crouch or crawl		X		
Talk or hear				X
Taste or smell	X			
Lifting / Forcing Exerted				
Up to 10 pounds			X	
Up to 25 pounds	X			
Up to 50 pounds	X			
Up to 100 pounds	X			
Over 100 pounds	X			

Unusual or Hazardous Working Conditions Related to Performance of Duties:

Duties are generally performed in a typical classroom and/or resource room settings where there may be some environmental hazards and risks. Employee(s) may be exposed to some disagreeable conditions involving human/student contact, verbal outbursts, physical aggression, exposure to body fluids and the like.

Classification History and Approval

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