



SPECIAL EDUCATION TEACHER

Position Summary

This teacher will work collaboratively with school personnel in providing, implementing, designing and adapting instructional programs for the special educational needs of identified students in a variety of settings. A primary focus is the establishment of a positive learning environment that promotes a high level of achievement for all students while considering the background and developmental level of the individual student.

Supervisory Relationship

This teacher is a full member of a building staff and Educational Support Services and will be supervised by the principal in collaboration with Educational Support Services.

Essential Functions

Meets the standards of Competent and Ethical Performance as outlined in Oregon Administrative Rules (OAR 584-020-000 to 584-020-0045). The following are examples of principle duties; however, any one position may not cover all duties listed and examples may not cover all duties an employee is expected to perform.

1. Effectively works with and responds to people from diverse cultures or backgrounds.
2. Cultivates and models a respectful working and learning environment.
3. Utilizes effective, proactive behavioral management skills in all school settings.
4. Collaboratively leads functional assessments and develops Behavior Support Plans with student centered involvement.
5. Utilizes effective instructional strategies making data based instructional decisions.
6. Adapts/modifies regular classroom curriculum.
7. Implements individual plans (IEP/504/TAG).
8. Attends Support Services Team (SST) meetings and also attends Educational Support Services staff meetings.
9. Provides, implements, designs and adapts individual/group academic and behavioral programs in all school settings aligning instruction, when possible, with district and state benchmarks.
10. Adapts/modifies transition curriculum and activities.
11. Works effectively and collaboratively with diverse student, staff and community populations.
12. Works collaboratively with other school personnel (e.g., Title I, regular education, school psychologist specialists, classified staff) in meeting the behavioral and academic needs of students.
13. Works with team members to accomplish mutually agreed upon goals.

14. Is responsive to feedback from colleagues and administrators and is able to apply feedback to improve skills and services to students.
15. Assists schools in identification of students with disabilities.
16. Maintains ongoing communication with parents, other teachers and Educational Support Services in the planning, implementation and monitoring of programs.
17. Assists the administration in implementing all policies and/or rules governing student conduct, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom and school in a fair and just manner.
18. Establishes and maintains open lines of communication with students and parents/guardians concerning both the academic and behavioral progress of all assigned students.
19. Strives to improve professional competence through an ongoing program of reading, workshops, seminars, conferences, classes and other professional development activities.
20. At sites with more than one special education teacher, works collaboratively as a team member in meeting the needs of students.
21. Administers assessments and collect and interprets data to monitor student progress.
22. Manages time to complete required special education paperwork.
23. Monitors the progress of students in all school settings.
24. Designs instruction, trains, monitors and provides feedback for educational assistants and is available for problem solving.
25. Manages fiscal components and documentation of the program activities, as appropriate.
26. Utilizes technology fluently to manage all the components of student programs.
27. Anticipates program needs and coordinate implementation of program components.
28. Performs other duties as requested by the Educational Support Services Administrator.

Required Knowledge, Skills and Abilities

- Experience differentiating practices for diverse populations.
- Ability to work effectively and collaboratively with diverse students, staff and community populations.

Minimum Qualifications

- Valid Oregon teacher's certificate with a Handicapped Learner Endorsement.

Work Environment

- a. This position is primarily performed indoors in school buildings, although some outdoor instruction and supervision are required.
- b. Possible exposure to bodily fluids due to student or employee injury or illness.
- c. Exposure to bodily harm due to student behaviors.
- d. Evenings and/or extended work hours are often required.
- e. May be required to obtain a First Aid and/or CPR Card and serve as a Delegated Caregiver or Designated First Aid Provider.
- f. May require traveling to multiple work sites.
- g. Frequent or prolonged standing, walking and sitting.
- h. Frequent and prolonged talking/hearing conversations.

- i. Requires accurate perceiving of sound, near and far vision, depth perception, handling and working with materials and objects.
- j. Work may involve occasional lifting objects weighing 25-50 pounds.
- k. May have to restrain students.

Employee Statement

“I have reviewed the above position description and understand its contents.”

“I am aware that my position description may be revised or updated at any time and that I remain responsible for knowledge of its contents.”

“I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodations(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).”

Employee Name (Print)

Date

Employee Signature

Date

ADDITIONAL INFORMATION	
Employee Unit	Eugene Education Association
Developed by	
Pay Grade	Licensed Salary Schedule
Approved by	Cydney Vandercar, Director of Human Resources
Last revised	April 2016