

Jordan School District
LICENSED JOB DESCRIPTION

Job Title: Teacher Leader Special Education	Lane Placement: <u>Schedule C</u>
Department / Location: <u>Schools</u>	FLSA Classification: <u>Exempt</u>
Supervisor's Title: <u>Principal</u>	Contract: <u>184 Days</u>
Special Education Approval: <u><i>Lisa Robin</i></u>	Date: <u>6/1/17</u>
Department Approval: <u><i>Laura J. Johnson</i></u>	Date: <u>6/1/17</u>
ADA Review: <u><i>Janelle Martin</i></u>	Date: <u>6-7-17</u>
Human Resource Approval: <u><i>[Signature]</i></u>	Date: <u>6-2-17</u>
Superintendent Approval: <u><i>[Signature]</i></u>	Date: <u>6/12/17</u>
Original date: <u>05/17</u>	Revised: _____

GENERAL FUNCTION

The **Teacher Leader-Special Education** is expected to complete all assigned duties of the special education teacher and is also responsible to ensure compliance with Individuals with Disabilities Education Act (IDEA) policies and procedures at assigned location. Provide or arrange for professional development and coaching in specially designed instructional practices for assigned teams. Assist team members in the development, gathering and interpretation of data concerning special education instruction and performance. Facilitate communication between teachers, parents, administration, agencies, and District support staff.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

ESSENTIAL FUNCTIONS

The teacher leader-special education is responsible to:

- Ensure compliance with IDEA policies and procedures at his/her assigned location.
 - Ensure confidentiality of student information and secure student files.
 - Ensure student files are complete and comply with state and federal rules and regulations.
 - Maintain required materials inventories.
 - Coordinate and assist with evaluations, meetings, scheduling, and placement procedures.
 - Collaborate with team members, agencies, and parents to ensure that transition pathways are appropriately addressed.
 - Assessment and monitoring of student progress on Individual Education Plan (IEP)/ Individual Family Service Plan (IFSP) goals and on the Utah Core Curriculum.
- Assist in training and monitoring para-educators, volunteers, student helpers, interns, and student teachers in assigned programs.
- Provide or arrange for professional development and coaching in specially designed instructional practices for his/her assigned teams.
- Facilitate communication between teachers, parents, administration, agencies, and District support staff to discuss student goals and progress.
- Promote the use of data in decision making regarding special education instruction including both behavioral and academic student needs.
 - Assist team members in the development, gathering and interpretation of data concerning special education instruction and performance.
 - Evaluate student academic growth and proficiency including formative and summative assessments, maintain appropriate records, and prepare progress reports.
- May be assigned to targeted specific responsibilities such as – Assessment of student eligibility for special education services, case management of student records, facilitation of specific departmental programs, and delegation of LEA representation.

In addition to the teacher leader duties, is responsible to:

- Assist in teaching the core content area(s) outlined in the Utah State Board of Education (USBE) State Core Standards, and adopted by the Board of Education, correlated with other approved learning activities. Follow Utah Effective Teaching Standards.

- Coach and model how to establish, teach and maintain standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Facilitate the development of specially designed lesson plans and instructional materials that provide differentiated instruction that meets the needs of all students with particular emphasis on:
 - Improvement of instruction and learning with increased accountability for results;
 - The learner and best practices associated with the learning process;
 - New developments in subject, subject fields, and in specific subject competency
 - IEP and behavior intervention plan goals; and
 - Annual and progress monitoring assessment data.
 - Integrate technology to support student learning.
- Work collaboratively with regular education colleagues to ensure best utilization of instructional time for students and student access to general education curriculum to the greatest extent feasible.
- Coordinate with other professional staff members in helping students solve health, academic, social and psychological challenges.
- May be expected to provide support for individual (Tier III-LRBI Manual) behavior interventions and/or emergency safety interventions for students based on assigned location which includes:
 - **Physical Guidance**-Physically guiding a student through proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to self or other, on behalf of the student, while at the same time does not restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs or head.
 - **Physical Restraint**-Implement an emergency safety intervention where the student's behavior poses an immediate danger to themselves or others. This would include a personal restriction that immobilizes or reduces the ability of an individual to move their arms, legs, body or head.
- May be required to travel to District schools or other locations using own transportation.
- Provide and maintain a safe and supportive environment in the classroom and on the school campus.
- Maintain records and required information in a secure location. Maintain confidentiality of all student information.
- Participate in appropriate educator evaluation procedures as per state and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical and positive manner.
- Attend and fully participate in faculty/department meetings and professional learning communities as required. Participate in a reasonable number of faculty committees as requested.
- Follow District procurement guidelines with administrative approval.
- Create a clean and organized environment that is conducive to student learning.
- Is responsible for understanding and adhering to all District policies and complete the annual crucial policy review.
- Adhere to contract time.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

QUALIFICATION REQUIREMENTS

- Requires a Bachelor's Degree from an accredited college or university.
- Requires compliance to USBE state license requirements.
- Requires successful completion of three (3) years as a special education teacher or related work experience.
- May be required to complete research-based District trainings on understanding the cycle of crisis and de-escalation strategies (i.e. ASPEN, Mandt, etc.).
- Requires strong oral and written communication skills with students, parents, and staff.
- Requires strong computer and educational technology skills.

- Requires effective problem solving, organizational, multi-tasking, and time management skills.
- Requires the ability to implement effective teaching strategies.
- Requires the ability to establish and maintain a positive learning environment.
- Requires the ability to calmly handle classroom management issues using positive behavioral supports.
- Requires the ability to establish and maintain effective working relationships with students, parents, school staff, District staff, and patrons.
- Requires the ability to work as a member of a team as well as the ability to work independently.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.
- May require a valid driver's license that allows incumbent to legally operate a motor vehicle in Utah. Must be able to provide own transportation if position requires travel.
- Knowledge of State Core Standards and Board of Education adopted guidelines.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Machines, Tools & Equipment Used:

- Standard office equipment, educational technology, computers, standard machines used in teacher work room.
- Incumbent may be trained to operate a variety of Special Education equipment (e.g. office equipment, therapeutic equipment, adaptive devices, wheelchairs, physical education equipment, medical equipment lifts, language board and electronic communication devices, etc.).

Physical Requirements – Not limited to the following:

- Occasional push/pull 100+ pounds, isometric lifting 20 pound static hold (5-8 Min.), single-arm lifting of up to 20 pounds to shoulder level, floor to waist lift up to 75 pounds and awkward lift up to 75 pounds.
- Frequent, continuous standing and sitting (chair and floor), walking, climbing stairs, talking and awkward positions, to/from ground without upper extremity support.
- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Occasional hearing, near/far visual acuity and depth perception.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRB! Manual.

- Occasional (0-33%) Frequent (34-66%) Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

NOTE: This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.