

POSITION DESCRIPTION
NORTHFIELD PUBLIC SCHOOLS

September 2007

SECTION I: GENERAL INFORMATION

| | |
|--|-------------------------------------|
| Position Title: Special Education Teacher | Department: Instructional |
| Immediate Supervisor's Position Title: Building Principal Director of Student Services | FLSA Status: Exempt |
| Band/Grade/Subgrade: D-6-2 | Bargaining Unit: NEA |
| Job Summary: Under the direction of the Building Principal and Director of Student Services, the Licensed Special Education Teacher develops and provides specialized instruction to meet the unique needs of students with disabilities, evaluates and assesses student progress against instructional objectives, and functions as IEP Manager to assigned students. | |

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

| | | |
|---|-----|---|
| Duty/Responsibility No: | 1 | Statement of duty/responsibility: Develops and delivers specialized instruction to students with disabilities. |
| Percent of Time: | 50% | |
| Tasks involved in fulfilling above duty/responsibility: | | |
| <ul style="list-style-type: none"> • Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP. • Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques. • Employs various teaching techniques, methods and principles of learning to enable students to meet their IEP goals. | | |
| Duty/Responsibility No: | 2 | Statement of duty/responsibility: Functions as IEP Manager, coordinating the instruction and related services to assigned students. |
| Percent of Time: | 20% | |
| Tasks involved in fulfilling above duty/responsibility: | | |
| <ul style="list-style-type: none"> • Develops and implements annual Individualized Educational Program (IEP) plans for students to include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals. • Adheres to procedural requirements, including due process timelines. • Coordinates the delivery of special education services in each student's IEP. • Serves as primary contact for the parent. • Schedules team meetings. | | |

- Conducts special education evaluations and reevaluations.

| | | |
|--|----|--|
| Duty/Responsibility No: | 3 | Statement of duty/responsibility: Establishes and maintains student control and discipline in the classroom, school premises or during school activities by communicating expectations of appropriate behavior. Employs and implements a classroom structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district policies and procedures. |
| Percent of Time: | 5% | |
| Tasks involved in fulfilling above duty/responsibility: | | |

| | | |
|--|-----|--|
| Duty/Responsibility No: | 4 | Statement of duty/responsibility: Provides instructional direction to paraprofessional support staff: assigns activities, provides guidance and instructional oversight. |
| Percent of Time: | 10% | |
| Tasks involved in fulfilling above duty/responsibility: | | |

| | | |
|--|-----|--|
| Duty/Responsibility No: | 5 | Statement of duty/responsibility: Collaborates and consults with educational professionals and community service providers (i.e., social services, public health, medical providers, etc.) regarding the needs of students. Provides consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans and other similar instructional interventions to meet the needs of students with disabilities. |
| Percent of Time: | 10% | |
| Tasks involved in fulfilling above duty/responsibility: | | |

| | | |
|--|----|---|
| Duty/Responsibility No: | 6 | Statement of duty/responsibility: Performs other comparable duties of a like or similar nature apparent or as assigned. |
| Percent of Time: | 5% | |
| Tasks involved in fulfilling above duty/responsibility: | | |
| <ul style="list-style-type: none"> • Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge. • Attends training sessions, conferences, seminars, district and departmental meetings. • Keeps abreast of changing developments, trends, instructional and educational technologies. | | |

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

| | | | |
|---|-----------------|--|--|
| EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following: | | | |
| REQUIRED EDUCATION/TRAINING (choose one) | | DEGREE INFORMATION: | |
| less than high school diploma | | Type of degree: (B.S., M.A., etc.) Bachelor's Degree | |
| High school diploma or GED. | | Major field of study or degree emphasis: Special Education. | |
| 1 year college | 2 years college | | |

| | | | |
|---|--------------------------------|---|------------------------|
| | 3 years college | x | 4 years college |
| | 1st year graduate level | | |
| | 2nd year graduate level | | |
| | Doctorate level | | |
| Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Current knowledge of special education laws, rules and regulations and District policies and procedures. The ability to apply these to help insure District compliance. • Skilled in administering, scoring and interpreting special education assessment tools and procedures. • Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs. • Knowledge of current trends, theories and technologies pertaining to learning and instruction. • Knowledge of assessment procedures and techniques, test construction and evaluation methods. • Knowledge of instructional strategies, techniques and interventions related to job assignment. • Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases). • Knowledge of instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements of the district. • The skill and ability to communicate - both orally and in writing. | | | |
| Required Work Experience in Addition to Formal Education/Training: Requires completion of assigned internship/practice teaching experience as part of formal training and degree program. | | | |
| Required Supervisory Experience: | | | |
| LICENSE/ CERTIFICATION | | Identify licenses/certification required upon hiring: Licensed teacher in the State of MN and licensure to teach in assigned areas of responsibility. | |
| ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK | | Skilled in: <ul style="list-style-type: none"> • Skilled in planning and developing lesson plans consistent with approved program curriculum. • Skilled in presenting complex materials and concepts in an understandable and grade appropriate manner. • Skilled in developing assessment tools, assessing and evaluating student performance and needs. • Skilled in leading group processes/discussions, utilizing a variety of instruction aids and technologies. • Ability to write reports, lesson plans, learning objectives, tests, and assists in writing and reviewing curriculum using and applying professional/technical concepts, principles and terminology. • Ability to deal 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 parenting issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs. Advises and makes recommendations to district administrators or committees concerning family education and parenting needs in curriculum and learning approaches.

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS

| | Titles of Positions Directly Supervised | # of Employees |
|--------------|--|-----------------------|
| 1 | | |
| TOTAL | | 0 |

INDIRECT SUPERVISION:

| | |
|--|----------------------|
| Number of employees indirectly supervised: Paraprofessionals | Total: 1-5 |
|--|----------------------|

HAZARDOUS WORKING

CONDITIONS: *The essential duties of the work are performed under various physical hazards or environmental conditions noted.*

Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

| Employee is required to: | Never | 1-33% Occasionally | 34-66% Frequently | 66-100% Continuously |
|--|--------------|-------------------------------|------------------------------|---------------------------------|
| Stand | | | X | |
| Walk | | X | | |
| Sit | | | X | |
| Use hands dexterously (use fingers to handle, feel) | | X | | |
| Reach with hands and arms | | X | | |
| Climb or balance | X | | | |
| Stoop/kneel/crouch or crawl | | X | | |
| Talk or hear | | | | X |
| Taste or smell | X | | | |
| Physical (Lift & carry): up to 10 pounds | | | X | |
| up to 25 pounds | | X | | |
| up to 50 pounds | X | | | |
| up to 75 pounds | X | | | |

| | | | | |
|-----------------------------|---|--|--|--|
| up to 100 pounds | X | | | |
| more than 100 pounds | X | | | |

| |
|--|
| PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities |
| <p>Physical requirements associated with the position can be best summarized as follows:</p> <p>Light Work: Exerting up to 20 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.</p> |

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

| | |
|--|---------------------------------|
| <p>This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.</p> | |
| <p>_____</p> <p>Department Head's Signature</p> | <p>_____</p> <p>Date</p> |
| <p>_____</p> <p>Human Resource's Signature</p> | <p>_____</p> <p>Date</p> |
| <p>Classification History:</p> | |