

Williams Bay School District

Position Title: Special Education Teacher

Reports to: Director of Special Education and Building Principal

Job Goal:

Each special education teacher serves under the direct supervision of the Director of Special Education and the building principal. Teachers are responsible for the students assigned to their caseload. The teacher plans for individual differences in ability, personality, interests, learning, and motivation. The special education teacher plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings, based on the IEP. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports. This involves a high level of communication, collaboration, organization, data collection, and the ability to apply effective teaching strategies to meet individual student needs. Special education teachers are responsible for maintaining a classroom climate that nurtures and supports students.

This job description is subject to all federal and state laws and the terms of the Employee Handbook.

Required Qualifications:

- A minimum of a bachelor's degree in the area of employment.
- A valid teacher's license (certificate) issued by the Wisconsin Department of Public Instruction in an approved program for special education, encompassing the grade levels assigned (Cross Categorical license is preferred).
- Demonstrated ability to work with groups and individuals, skill in organizing ideas and presenting them with clarity and conciseness, creative and imaginative approach to problem-solving, ability to make sound decisions and withstand pressures, and an understanding of child development.
- Such alternative to the above qualifications as the Board of Education and/or District Administrator may find appropriate and acceptable.

Performance Expectations:

Case Management/Instructional Responsibilities

- Oversee the IEP Process:
 - ensure that students have appropriately written individual education plans and that these plans are being implemented in all school settings.
 - develop IEP following a process that reviews and considers all relevant factors including assessment data, curriculum-based measurements, and input from all team members.
 - include and empower team members, which includes, but is not limited to, the general education teacher(s), building administrators, related service personnel, outside agencies invited to attend, and parent(s).
 - monitor the plan and to ensure program compliance: that required timelines are being observed; that direct services, accommodations, modifications and other services indicated on the plan are being implemented in all school settings; and that the student is benefitting from the services provided.
- Maintain confidentiality and keep all confidential documents, such as IEPs and evaluations, in a secure location (records must be locked in a file cabinet)
- Communicate with general educators and paraprofessionals—provide necessary IEP information with specific implications and requirements for the regular education setting; confer with the teacher(s) if services/accommodations are not implemented as indicated on the IEP
- Keep systematic data on progress monitoring of IEP goals as indicated on the student's IEP, adjusting instruction to achieve outcomes as needed.
- Meet regularly with paraprofessionals to guide and support their work with caseload students in:
 - providing services in the IEP
 - collecting and sharing data related to progress
 - sharing objectives and strategies related to lesson planning, IEPs, BIPs
- Communicate and coordinate with outside agencies for effective and compliant transition planning and community-based services.
- Demonstrate an understanding of the federal, state, and local mandates governing the determination and delivery of special education services.

Planning and Preparation

- Apply/incorporate the District's curriculum and the Common Core Standards and/or Wisconsin Model Academic Standards
- Plan and design coherent instructional lessons/units consistent with objectives stated in the Common Core Standards and/or Wisconsin Model Academic Standards
- Demonstrate knowledge of learners and learning styles.
- Demonstrate knowledge of resources, including people.

Learning Environment

- Utilize effective instructional practices when coteaching in regular education and when providing individualized instruction to implement IEPs consistent with a Free and Appropriate Public Education. Involve parents in IEP development and find opportunities to create an effective partnership for parents to support their child's learning.
- Create and maintain a classroom environment that promotes self-esteem and is conducive to effective teaching and learning.
- Promote a positive attitude and enthusiasm toward education.
- Maintain appropriate standards of behavior/achievement.

Instruction

- Prepare lesson plans that reflect a logical sequence of learning objectives and activities and meet the individual needs, interests, and abilities of the students.
- Use a variety of instructional strategies and materials that are appropriate for the stated instructional objectives and the needs and abilities of the students involved.
- Establish standards of classroom conduct and administer them in a fair, equitable, and consistent manner.
- Use age-appropriate materials, textbooks, and other learning resources necessary to conduct assigned instructional programs.

Assessment

- Communicate student academic and behavioral progress to parents at least as often as regular education peers, noting that "progress" means "sufficient progress to meet IEP goals."
- Conduct Functional Behavior Assessments and build Behavior Intervention Plans: Demonstrate knowledge of human development and behavior, and ability to provide effective instruction and positive behavioral supports, and collect data on their efficacy.
- Understand the purposes, characteristics, and limitations of different kinds of assessments.
- Select, construct and use appropriate strategies and instruments for initial/re-evaluations and progress monitoring.
- Understand the value of the learner's self-assessment.

Professional Responsibilities

- Strive to implement by instruction and action the district's philosophy of education and instructional goals and objectives.
- Make arrangements for being available and communicating to parents for education-related purposes when required or requested to do so under reasonable terms.
- Develop a budget for applicable programs and ensure that needed materials are ordered with the administrator's approval.
- Participate in required staff meetings and conferences.
- Participate in committees related to student needs, school programs, and district needs.
- Provide supervision in non-classroom areas and situations following the building student management plan.
- Care for district resources, equipment, and materials assigned to him/her and report concerns regarding facility and equipment to designated supervisor.

- Be knowledgeable of and adhere to all procedures and practices prescribed in the Teacher, Student, and/or Parent Handbooks.
- Maintain a current folder of responsibilities and procedures for substitute teacher's use.
- Keep an accurate and detailed account of all monies collected and submit a detailed accounting of such money to the appropriate building or business office personnel.
- Participate in the development and implementation of building-level goals.
- Update his/her electronic grade book weekly, so that students and parents have an accurate and reliable record of his/her academic performance.
- Maintain and provides records promptly as required by law, district policy, and administrative regulation.
- Maintain the highest possible degree of ethical conduct in and out of the classroom.
- Perform other duties and responsibilities assigned by the Building Principal or District Administrator.

Terms of Employment:

Salary and work year to be established by the School Board of the Williams Bay School District.

The employee shall remain free of any alcohol or illegal substance and shall not use controlled substances (other than as prescribed) in the workplace throughout his/her employment in the District.

Evaluation:

Performance of this job will be evaluated annually following provisions of the Board of Education's policy on evaluation of Performance for teachers.

APPROVED: April 26, 2021