

Exceptional Children's Teacher Job Description



Reports to: Principal/Designee

Supervises: May coordinate and direct the activities of teacher assistants.

Job Goals: To plan, organize, and present instruction and instructional environments that help students learn subject matter and skills that will contribute to their educational and social development in the 21st century.

TERM OF EMPLOYMENT: 10 Months, unless otherwise specified.

EVALUATION: Performance will be evaluated in the NC Educator Effectiveness System, in accordance with provisions of the Board's policy on evaluation of personnel.

QUALIFICATIONS:

1. Minimum Bachelor's degree from an approved education program in Special Education area.
2. NC Teaching License in one area of disability of Exceptional Children.
3. Strong background in North Carolina Course of Study/Common Core and Essential Standards.

PERFORMANCE RESPONSIBILITIES:

1. Provide direct special education instruction to identified students.
2. Employs a variety of teaching methods to meet student needs. Implementation of these methods may require the adaptation or development of materials.
3. Plan, coordinate, and continuously improve instruction.
4. Analyze situations, determine possible options, and make appropriate decisions based on the data.
5. Use a variety of equipment and classroom tools.
6. Manage instructional time and student behavior.
7. Motivate students.
8. Consult with parents, teachers, administrators, and the community to enhance the learning of students.
9. Monitor student performance.
10. Interact within the educational environment.
11. Perform non-instructional duties as assigned.
12. Develop and implement an instructional plan which is compatible with the school and systemwide curricular goals and the students' Individual Education Program.
13. Is responsible for the development of Individual Education Programs (IEP) for students with disabilities; implements the IEP; and uses diagnostic information obtained from tests and other assessment procedures to update IEPs as needed.
14. Monitor student behavior; maintain discipline in the classroom; de-escalate inappropriate behaviors; teach students appropriate behavioral strategies.
15. Assists students with disabilities with their personal and self-help needs, such as eating, toileting, and other essential tasks that the students are not able to perform by themselves.
16. Communicate with parents regarding their children's educational progress via periodic written progress reports.

17. Act as a case coordinator for assigned students; consult with community care-givers, school support professionals, and parents to better understand and meet student needs.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS:

Physical Requirements: Must be physically able. Physical demands are for light work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics of data, people, or things.

Leadership: Requires the ability to assess teaching practices and provide information in a way that is strength based. Requires the ability to meet deadlines established by the Principal. Requires the ability to bring groups of individuals to consensus when decisions must be made about instructional practices.

Interpersonal Communications: Requires the ability to speak to people in a way that demonstrates their strengths. Requires the ability to communicate with a solution-based approach.

Language Ability: Requires the ability to read data collection and reporting forms. Requires the ability to read and implement best practices from professional journals and educational research.

Intelligence: Requires the ability to apply common sense understanding to carry out instructions furnished in written and/or oral form; to deal with problems involving several concrete variables in or from standardized situations.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently.

Numerical Aptitude: Requires the ability to utilize mathematical formulas, to add, subtract, divide, and multiply. Requires the ability to understand mathematical concepts necessary to teach children problem solving skills.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under average levels of stress.

KNOWLEDGE AND SKILLS:

STANDARD I: Teachers Demonstrate Leadership

The Teacher:

- a. Leads in the classroom by taking responsibility for all students' learning.
- b. Demonstrates leadership in the school by working collaboratively with all school personnel to create a professional learning community.
- c. Leads the teaching profession by striving to improve the profession.
- d. Advocates for schools and students by promoting positive change in policies and practices affecting student learning.
- e. Demonstrates high ethical standards by upholding the Code of Ethics and Standards for Professional Conduct

STANDARD II: Teachers Establish a Respectful Environment for a Diverse Population of Students

The Teacher:

- a. Provides an environment in which each child has a positive, nurturing relationship with caring adults by encouraging a climate that is inviting, respectful, supportive, inclusive, and flexible.
- b. Embraces diversity in the school community and in the world by demonstrating knowledge of diverse cultures.
- c. Treats students as individuals by maintaining high expectations for all students; and by appreciating differences and valuing contributions.
- d. Adapts teaching for the benefit of students with special needs by collaborating with specialists.
- e. Works collaboratively with the families and significant adults in the lives of their students by improving communication and collaboration between the school and the home and community.

STANDARD III: Teachers Know the Content They Teach

The Teacher:

- a. Aligns instruction with the North Carolina Standard Course of Study.
- b. Knows the content appropriate to teaching specialty by bringing a richness and depth of understanding to the classroom.
- c. Recognizes the interconnectedness of content areas/discipline by knowing the links and vertical alignment of grade or subject taught.
- d. Makes instruction relevant to students by incorporating 21st century life skills into teaching deliberately, strategically, and broadly.

STANDARD IV: Teachers Facilitate Learning for Their Students

The Teacher:

- a. Knows the ways in which learning takes place and the appropriate levels of intellectual, physical, social, and emotional development of students by knowing how students think and learn.
- b. Plans instruction appropriate for students by collaborating with colleagues and using a variety of data sources for planning.
- c. Uses a variety of instructional methods by choosing methods and techniques that are most effective in meeting the needs of students.
- d. Integrates and utilizes technology in instruction by knowing when and how to use technology to maximize student learning.
- e. Helps students develop critical thinking and problem-solving skills by encouraging students to ask questions, think creatively, and draw conclusions.
- f. Helps students work in teams and develop leadership qualities by teaching the importance of cooperation and collaboration.
- g. Communicates effectively in ways that are clearly understood by students.
- h. Uses a variety of methods to assess what each student has learned by using multiple indicators to evaluate student progress.

STANDARD V: Teachers Reflect on Their Practice

The Teacher:

- a. Analyzes student learning by thinking systematically and critically about student learning.
- b. Links professional growth to professional goals by participating in continued, high quality professional development that reflects a global view of educational practices.
- c. Functions effectively in a complex, dynamic environment by understanding that change is constant.

PROFESSIONAL EXPECTATIONS:

1. Regular attendance
2. Report to work on time
3. Adhere to state, county, school laws, rules and regulations
4. Adhere to Code of Ethics for NC Educators
5. Follow appropriate communication channels with students, parents, school and community