



**TITLE:** Special Education Teacher of Highly Modified Instruction/3-5

**QUALIFICATIONS:**

- Bachelor's Degree
- Special Education Teacher with an active State of Tennessee certification, license, and appropriate endorsements (461 SPED Comprehensive Program K-12).

**JOB GOAL:** The Special Education Teacher must possess the knowledge and skills necessary to instruct and assist students in learning, develop appropriate Individualized Educational Plans aligned with the TDOE state framework, utilize data to inform decision making, and work collaboratively. Effective communication with parents and all team members is essential.

**ESSENTIAL FUNCTIONS or DUTIES:**

- Define and measure learning to educate students with disabilities effectively.
- Direct and support staff in implementing strategies to increase successful learning opportunities.
- Collaborate with teachers, assistants, parents, and administrators to ensure LRE, appropriate services/supports, and successful transitions.
- Understand evidence-based instructional principles and strategies to support students with disabilities.
- Possess an in-depth understanding of effective instructional strategies to support learners with the most intense needs.
- Possess expert knowledge of planning and writing lessons designed to support students with disabilities in a self-contained setting.
- Understand and utilize various assessment tools to address learning gaps as well as inform the team in the decision-making processes for students.
- Possess exceptional knowledge in the use of assistive technology to support instruction.
- Consistently reinforce learning and implement changes as needed.
- Demonstrate the ability to plan and evaluate strategies for improving instruction
- Ascribe to the philosophy that all children can succeed and demonstrate the commitment to do what is necessary to make this a reality
- Demonstrate exceptional skill in the roles of a teacher leader: collaborator, action researcher, reflective practitioner, and learner advocate.
- Facilitate team meetings that encourage collaboration with team members to develop appropriate Individualized Educational Plans aligned with the TDOE state framework

- Use ongoing assessments to maintain a record of student progress and make informed decisions for learning.
- Understand how to progress monitor students and keep organized data to monitor progress
- Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to accurately assess student skills and understandings.
- Work cooperatively with building administrators to promote positive student behavior by providing professional development that targets research, strategies, and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
- Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.
- Engage in ongoing professional development to increase knowledge and skills to support students with disabilities.
- Engage parents in the learning process, empowering them with skills and techniques to support the development of their child.
- Comply with all safety policies, practices, and procedures; report all unsafe activities to supervisor and/or Human Resources.
- Participate in proactive team efforts to achieve District, building, departmental and/or individualized student goals.
- Provide leadership to others through example and sharing of knowledge/skills.
- Provide direction, supervision, and evaluation of educational assistants as directed.
- Comply with School Board policies and all state/federal rules and regulations.
- Complete all district and state reporting requirements, keeping Special Education documents in compliance.
- Perform other assignments as assigned by the Principal or Director of Special Education.

**PHYSICAL DEMANDS:** While performing the duties of this job, the employee is regularly required to speak, stand, talk, walk, see, hear, and sit. The employee is occasionally required to climb, stoop, kneel, crouch, or crawl. Some light lifting may be required. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, as well as forward, and use fine motor skills.

**CAPACITY AND ABILITY REQUIREMENTS:**

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

- *Intelligence:* The ability to understand instructions and underlying principles. Ability to reason and make judgments.

- *Verbal:* Ability to understand the meanings of words and the ideas associated with them.
- *Numerical:* Ability to perform arithmetic operations quickly and accurately.
- *Manual dexterity:* Ability to move the hands and fingers easily.

**REPORTS TO:** Principal and Director of Special Education

**FLSA:** Exempt

**TERM:** 200 Days

**SALARY:** Teacher Salary + differentiated pay of \$5,000

### **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.