

JOB DESCRIPTION
Teacher – Special Education**IMMEDIATE SUPERVISOR** **Building Administrator****GENERAL DUTIES**

The Teacher promotes and develops successful learning for students, performs instructional and related duties in accordance with District Policies and terms of the teacher contract. The Teacher also maintains a cooperative attitude with staff, parents, and students.

REQUIRED QUALIFICATIONS

- A. A valid State of Oregon Teaching License appropriate for the position with the correct endorsement
- B. A minimum of a Bachelor's degree from an accredited institution
- C. The ability to follow oral and written instructions
- D. The ability to effectively work and communicate with students, parents, and school personnel from diverse cultures and/or backgrounds
- E. The ability to work harmoniously with others
- F. Proficient oral and written communication skills in English
- G. Proficient in the use of computer and Internet based applications, including but not limited to email and systems applications
- H. The ability to learn new automated systems as they are brought online by the District
- I. Maintain integrity of confidential information relating to students, staff, or district patrons

ESSENTIAL RESPONSIBILITIES

- A. Cultivate and model a respectful working and learning environment
- B. Annually pass the District's required online training by the District's assigned due-date
- C. Follow site and/or District protocol for reporting absences
- D. Maintain current licenses and/or certificates required for the position
- E. Utilize the District's electronic systems and applications related to the job
- F. Promote high levels of achievement in relation to individual student abilities
- G. Implement techniques and methodologies appropriate to student abilities
- H. Utilize current and relevant subject matter
- I. Demonstrate knowledge of and ability to use research-based principles of effective instruction
- J. Organize instruction using learning objectives with clearly defined student outcomes
- K. Employ teaching strategies congruent with planned student outcomes
- L. Select teaching strategies emphasizing student involvement
- M. Monitor student learning and pace instruction accordingly
- N. Develop and maintain an environment conducive to effective student learning
- O. Develop clear classroom behavioral expectations
- P. Communicate course goals and academic expectations to students

- Q. Provide for the health and safety of students in all instructional settings
- R. Prepare daily lesson plans and provide instruction predicated on course goals and objectives
- S. Implement and communicate appropriate standards-based grading practices
- T. Model personal behaviors of honesty, fairness, courtesy and consideration
- U. Maintain a cooperative relationship with administration, staff, students, and parents
- V. Share appropriate information with parents and with other staff members
- W. Work collaboratively in professional learning communities to provide documentation of students' progress
- X. Provide timely and accurate feedback/documentation to students, parents, and appropriate staff members
- Y. Create appropriate homework assignments and provide feedback to students
- Z. Maintain appropriate records of student performance within district approved grade book
- AA. Exhibit personal interest and build motivation to encourage student interest in the subject area
- BB. Maintain an ongoing personal program of professional growth and development
- CC. Develop and implement annually an approved plan for professional growth and development
- DD. Identify and request to attend professional workshop activities intended to increase the teacher's instructional effectiveness
- EE. Participate in District sponsored in service offerings appropriate to assignment
- FF. Collect appropriate student performance data for determining the extent to which student IEP goals and objectives are achieved
- GG. Exhibit personal interest and encourage student interest in the subject area
- HH. Participate in professional growth opportunities sponsored by the district
- II. Perform duties and expectations of a Case Manager
- JJ. Partner and collaborate with teachers and specialists to ensure IEP is implemented
- KK. Provide instruction and direction to assigned instructional assistants ensuring delivery of instructional services
- LL. Adjust behavioral systems for individual student needs using functional behavioral assessment and behavior support plans
- MM. Maintain all equipment identified in the I.E.P. for students
- NN. Use approved methodology to provide for the health and safety of students, including administration of medication, toileting, changing, and transferring or providing health procedures in compliance with School District policies, State and Federal governments, under the direction of appropriate District personnel

Banks School District believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope, but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's goals.

PHYSICAL REQUIREMENTS FOR ESSENTIAL FUNCTIONS

In an 8-hour workday, this job requires:

R – Rarely (less than .5 hr/day)

O – Occasionally (.5 – 2.5 hrs/day)

F – Frequently (2.5 – 5.5 hrs/day)

C – Continually (5.5 – 8 hrs/day)

NA – Not Applicable

| Physical Requirements | <u>N/A</u> | R | O | <u>F</u> | C |
|---|------------|---|---|----------|---|
| Sitting | | | | X | |
| Stationary Standing | | | | X | |
| Walking (level surface) | | | | X | |
| Walking (uneven surface) | | | X | | |
| Crawling | | | X | | |
| Crouching (bend at knees) | | | | X | |
| Stooping (bend at waist) | | | | X | |
| Twisting (knees/waist/neck) | | | | X | |
| Turn/Pivot | | | | X | |
| Climbing (stairs) | | | | X | |
| Climbing (ladder) | | | | X | |
| Reaching overhead | | | | X | |
| Reaching extension | | | | X | |
| Repetitive use of arms | | | | X | |
| Repetitive use of wrists | | | | X | |
| Repetitive use of hands grasping | | | | X | |
| Repetitive use of hands squeezing | | | | X | |
| Running | | | X | | |
| Fine manipulation | | | | X | |
| Using foot control | | X | | | |
| *Pushing/Pulling Maximum weight: 60 lbs. | | | X | | |
| *Lifting/Carrying Maximum weight: -60- lbs. | | | X | | |

*Identify items typically moved: _____

WORKPLACE EXPECTATIONS

- A. Work effectively with and respond to people from diverse cultures or backgrounds
- B. Demonstrate professionalism and appropriate judgment in behavior, speech, and dress in a neat, clean, and appropriate professional manner for the assignment and work setting
- C. Have regular and punctual attendance
- D. Confer regularly with immediate supervisor
- E. Follow all District policies, work procedures, and reasonable requests by proper authority

- F. Maintain the integrity of confidential information relating to students, staff, and District patrons

EMPLOYEE STATEMENT

“I have reviewed the above position description and understand its contents. I am aware that my position description may be revised or updated at any time and once notified of changes, I remain responsible for knowledge of its contents. I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).”

Employee Name (print)

Employee Signature Date