

DeKalb County School District

Position Specification

Title: Teacher, Special Education (Interrelated)

| | | | |
|-----------------------|----------------------------|----------------------|------------|
| DIVISION | School-Based | | |
| DEPARTMENT | School-Based | | |
| REPORTS TO | Principal | | |
| CLASSIFICATION | Teacher | GRADE | Teacher |
| CALENDAR | 10 Month | FLSA | Exempt |
| RETIREMENT | Teachers Retirement System | APPROVED (HR) | 07/02/2013 |

General Statement of Job

Identifies educational needs and provides instruction to students with specific learning disabilities, mild intellectual disabilities, autism, other health impaired, traumatic brain injury, and emotional and behavioral disorders.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Instruct students based on Individualized Education Plans (IEPs); assesses and monitors student progress
- Develops lesson plans; identifies instructional materials; assesses equipment needs to augment instruction; maintains student data; utilizes a variety of instructional strategies to improve student achievement in a general curriculum; and promotes positive student behavior
- Schedules and prepares relevant paperwork; and conducts IEP meetings
- Consults and collaborates with parents, teachers, administrators, and other professionals regarding students' educational programming
- Participates in departmental meetings and professional learning activities
- Performs other duties as assigned.

Education and/or Experience:

Bachelor's degree from a Professional Standards Commission approved accredited college or university in relevant special educational field required.

Certificates, Licenses, Permits:

Valid Professional Standards Commission approved certificate in appropriate special educational field at level T-4 or above required. Valid Professional Standards Commission approved special education endorsements required.

Knowledge, Skills & Abilities:

May require:

Knowledge of normal and abnormal child development; principles of teaching students with mild intellectual disabilities; specific learning disabilities, emotional behavior disorders, autism, other health impairment, and traumatic brain injury; applied behavior analysis; measurement systems and educational assessment; special education laws and regulations; behavior management; general education curriculum; curriculum modification; testing accommodations; differentiated instruction; and learning styles and collaborative teaching.

Skill in oral, written and interpersonal communications, including communications for sight, hearing and speech impaired; establishing and/or facilitating individualized and group special education; educational approaches for planning and implementation of intervention programs for children and families; writing and making presentations; leadership; observation; negotiation and mediation; behavior management; record keeping; and public speaking

Ability to assess students; understand and interpret a wide variety of assessment tests relative to intellectual, emotional and physical abilities and disabilities; provide individual and group instruction in the classroom; enhance student competence; incorporate formal and informal outside resources into educational processes; use relevant computer applications; maintain confidentiality; display patience; demonstrate teamwork; prioritize assignments; and manage multiple tasks simultaneously

ADA Requirements:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of force greater than that for sedentary work and the worker sits most of the time, the job is rated light work.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Teacher, Special Education (Interrelated)

Talking: Expressing or exchanging ideas by means of the spoken word. One must have the ability to convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication; and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible in situations relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given procedure directions relative to works steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school district. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.