Behavior Support Special Education Teacher Job Description

**Position Title:** Educational Resource Center Teacher/Behavior Support

**Department:** Special Programs

**Reports to:** Site Administrator and Director of Special Programs

**POSITION SUMMARY:**

Under general supervision, the Educational Resource Center Teacher, also known as the Special Education Teacher, serves as a specialist for student placed in an Educational Resource Center (ERC). The ERC teacher works in a program designed to provide a less restrictive alternative to the segregated special classroom. It provides an appropriate educational program for mild to moderately handicapped students who require support services in order to access and benefit from general education instruction. The ERC teacher provides students with direct remedial instruction in academic subjects, cognitive processing, and appropriate social skills. In addition to these specific individualized programs, the ERC staff may assist general education classroom teachers with selection of appropriate curricula and the development of behavior management programs. Students enrolled in the ERC receive the majority of their educational instruction within the general education curriculum and setting. In this role of Behavior Support, the ERC teacher will have specific responsibilities to develop and implement appropriate behavior plans, as well as, provide direct support and instruction to meet the behavior goals of the students. The ERC teacher will follow the regulations associated with IDEA, FAPE, and procedural safeguards and IEP development and implementation. The ERC teacher works under the supervision of the principal and administrator in charge of Special Programs.

**QUALIFICATIONS:**

- Bachelor’s or Master’s degree in special education.
- Must have and maintain a valid license through TSPC in special education and multi-subject endorsements appropriate for the student who will be taught.

**SUPERVISES:**

- Educational assistants assigned to the ERC program

**ESSENTIAL DUTIES:**
• Meet District, State, and Federal Requirements, including; Displays knowledge of procedures, policies, and regulations, Incorporates requirements into work habits, Follows corrective procedures, Maintains proper and sufficient documentation
• Conduct Specialized Student Assessments and Evaluations, including; Is well-versed in a multitude of measurement techniques, Selects appropriate measurement tools, Is accurate and complete in clerical aspects of measurement, Clearly communicates analysis of results and recommendations clearly
• Establish and Facilitate Meetings and Discussions, including; Identifies situations requiring group discussion, Organizes and facilitates effective meetings, involving all participants, Follows up and monitors any intended actions and outcomes
• Consult with Others to Develop Plan that Guide Appropriate Instruction and Other Services for Students, including; Works effectively as a member of a team, Contributes creative solutions to problems, Assumes case management responsibilities when necessary, Uses training and experience to support classroom instruction
• Utilize Support Personnel, including; Determines skills and abilities of assigned support personnel, Delegates duties to provide the most effective opportunities for students, Monitors the effectiveness of the support personnel and provides direction and training as needed, Supervises interns as needed
• Demonstrates Responsiveness in Supporting Teachers’ Instructional Needs, including; Supports instruction by being aware of teachers’ resource needs, Searches out and provides, or makes teachers aware of, available and appropriate learning resources, Consults with teachers regarding appropriate use of resources
• Provide Effective Direct Service to Students, Families, and Colleagues, including; Takes initiative in determining needed services, Provides developmentally appropriate face-to-face services, based on the staff member’s recognized level of competence, Displays unconditionally positive regard with individuals from a wide variety of backgrounds, Displays flexibility in the nature and location of services provided, Communicates skillfully to each audience
• Engages in the Determination of and Provision of Primary Prevention Activities When Needed, including; Recognizes need for prevention, Involves others in the planning and delivery of prevention activities, Performs prevention, follow-up, and program evaluation activities
• Create and/or Coordinate School-wide or Community Programs to Support Students and Families, including; Demonstrates thorough knowledge of a variety of developmental assets, resiliency/protective factors, and related community supports, Engages in a variety of activities to create programs that support students and families, Evaluates intended outcomes of programs created
• Participate in professional in-service and ongoing training to further develop specialized skills.
• Fulfills all other related duties as assigned.
• Fulfills working conditions and physical effort listed below.
• Demonstrates proficiency in planning and preparation of instruction for students.
• Create an environment of respect and create a culture of learning through proficient classroom procedures and appropriate management of student behavior.
• Demonstrates proficient strategies for instruction, including; communication with students, using questioning techniques, use of engagement strategies and demonstrating flexibility and responsiveness to student instructional needs.
• Demonstrates professional responsibilities, including; reflecting on teaching, maintaining accurate records, communication with families, participating in a professional learning community, growing and developing professionally, and demonstrating professionalism.

PHYSICAL ABILITIES:

Able to stand for extended periods of time, reach, bend, stoop, twist and lift up to 30 lbs. on a frequent basis and 50 lbs occasionally.

TERMS OF EMPLOYMENT:

Credit for relevant experience in a public school system with placement on district licensed salary schedule. Contract is for 190 days.

EVALUATION:

Job performance will be evaluated in accordance with the Redmond School District Board Policy on evaluation of licensed staff.

I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

_________________________________________________ __________________________
Signature:       Date:

_________________________________________________
Print Name