Job Title: Special Education Teacher - ILS  
Reports to: Principal & Executive Director of Student Services  
FLSA Status: Exempt

POSITION SUMMARY
Under general supervision, the Life Skills Teacher, also known as the Special Education Teacher, serves as a specialist for student placed in a Life Skills setting (ILS). The ILS teacher works in a program designed to provide a more restrictive alternative to the Education Resource Center or General Education setting. It provides an appropriate educational program for students who experience an moderately to severe impact on their education due to their disability and who require support services in order to access and benefit from general education instruction. The ILS teacher provides students with direct instruction in functional academic, cognitive processing, appropriate social skills as well as life skills in the areas of hygiene, communication, self care and personal management. In addition to these specific individualized programs, the ILS staff may assist general education classroom teachers with selection of appropriate curricula and the development of behavior management programs. Students enrolled in the ILS may receive the majority of their educational instruction within the ILS curriculum and setting with opportunities and support in general education classes as appropriate. The ILS teacher will follow the regulations associated with IDEA, FAPE, and procedural safeguards and IEP development and implementation. The ILS teacher works under the supervision of the principal and administrator in charge of Student Services.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

- 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 teacher’s’ 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.

SUPERVISORY RESPONSIBILITIES
This position may supervise volunteers, student aides and instructional assistants. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.
● Educational assistants assigned to the Special Education program

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others’ ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with adolescent students and public.
2. Ability to communicate fluently verbally and in writing in English. Ability to respond to common inquiries or complaints from students, parents, staff or members of the community. Ability to draft simple correspondence and some routine reports. Ability to read and interpret documents such as safety rules, operating and maintenance instructions and procedure manuals.
3. Ability to add, subtract, multiply and divide. Ability to perform these operations using units of American money and weight measurement, volume and distance.
4. Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Proficiency in the usage of database software, internet software, e-mail and word processing software. Ability to proficiently use the following programs strongly preferred: Synergy, MS Word, Outlook, and Excel. Ability to type accurately and proficiently. Ability to appropriately communicate with students, teachers, parents, members of the community and others including vendors, law enforcement and other agencies. Ability to exercise good judgment and work in an environment with constant interruptions.

Special Education Teacher - ERC
MINIMUM QUALIFICATIONS
- Bachelor’s Degree (preferably in Education)
- Must have and maintain a valid license through TSPC in special education and multi-subject endorsements appropriate for the students who will be taught
- Complete application free of errors
- Strong recommendations from past/current supervisors
- Ability to communicate fluently in written English

PREFERRED QUALIFICATIONS
- Bachelor’s Degree in Special Education
- Master’s Degree in Special Education
- 3.5 Undergraduate GPA
- 2 years’ experience as a Special Education Teacher in an Educational Resource Center
- Experience teaching the Oregon Common Core state standards
- CPI, SIOP or other relevant training
- Bilingual Spanish
- Reading and/or ESOL endorsement
- Proficiently use Google applications, ORSPED, Synergy

PHYSICAL ABILITIES
The physical abilities described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is frequently required to stand and stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 50 pounds. Specific vision abilities required by this job include close, distance and peripheral vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Occasionally perform work beyond a standard 40-hour work week when workload requires.

OTHER
Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Prepared By: Lynn Anderson
Prepared Date: June 12, 2017

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.