

Career Service Authority

Special Education Teacher

Revised Date 09/01/01
Revised By Ed Gietl/Shirley Garcia
FLSA Code Exempt
Est. Date 09/16/95

General Statement of Duties

Provides full performance level education services to learning, emotionally, and developmentally challenged students/patients including assessing, testing, and developing learning strategies.

Essential Duties and Knowledge, Skill, and Ability Requirements

1. Teaches learning, emotionally, and developmentally challenged students using a variety of teaching strategies.
 - *Knowledge of algebra, geometry and trigonometry sufficient to be able to teach various levels of mathematics.*
 - *Knowledge of teaching theories and strategies sufficient to be able to convey concepts to learning, emotionally, and developmentally challenged students.*
 - *Skill in utilizing the principles and practices of effective and persuasive communications to elicit and/or present explanatory or interpretive information.*
2. Evaluates, assesses, and analyzes the results of tests performed on the student. Charts and sends results to the next placement.
 - *Knowledge of descriptive statistics sufficient to be able to compute test scores and class ranks.*
 - *Knowledge of teaching theory, principles, methods, and practices sufficient to be able to administer testing to be used for evaluation and assessment purposes.*
 - *Skill in utilizing the principles and practices of effective and persuasive communications to elicit and/or present explanatory or interpretive information.*
3. Develops individual treatment plans for students in coordination with other staff members and family of the students at staff meetings.

- *Knowledge of student behavior patterns sufficient to be able to develop individual treatment plans.*
- *Skill in utilizing the principles and practices of effective and persuasive communications to elicit and/or present explanatory or interpretive information.*
- 4. Communicates with student's former educational institution to plan transitions.
 - *Skill in establishing and maintaining effective working relationships with other employees, organizations and the public.*
 - *Skill in utilizing the principles and practices of effective and persuasive communications to elicit and/or present explanatory or interpretive information.*
- 5. Attends school staff meetings for students/patients.
 - *Skill in utilizing the principles and practices of effective and persuasive communications to elicit and/or present explanatory or interpretive information.*
- 6. Prepares billing forms, monitors the budget, orders supplies, and prepares grant proposals.
 - *Knowledge of addition, subtraction, multiplication, and division sufficient to be able to perform minor calculations related to budget and billing.*
 - *Knowledge of inventory practices sufficient to be able to identify shortages and reorder stock.*
 - *Knowledge of grammar, spelling, punctuation, and proper sentence structure sufficient to be able to prepare proposals and justifications for grants.*
- 7. Develops curriculum for school age students/patients.
 - *Knowledge of primary and secondary school teaching theory, principles, methods, and practices sufficient to be able to identify crucial areas of development for students of various age groups and develop a realistic curriculum.*
- 8. Performs other related duties as assigned or requested.

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Any one position may not include all of the duties listed, nor do the listed examples include all duties that may be found in positions of this class. However, the allocation of positions to this class will be determined by the amount of time spent in performing the primary duties listed above.
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Job Requirements

Level of Supervision

No supervisory responsibility.

Guidance and Decision Making

Guidelines are generally but not always clearly applicable, requiring the employee to exercise judgement in selecting the most pertinent guideline in order to interpret precedents, adapt standard practices differing situations and to recommend alternative actions in unprecedented situations. Work assignment is performed within an established framework under general instructions. Employee is responsible for determining time, place and sequence of actions to be taken. Unusual problems or proposed deviations from guidelines, practices, or precedents are discussed with the supervisor before being initiated. Completed work is generally reviewed for soundness of judgment, conclusions, adequacy, and conformance to policy.

Interpersonal Communications

Contacts with the public or employees where explanatory or interpretive information is exchanged, gathered, or presented.

Physical Demands

Eye/Hand/Foot Coordination: Performing work through using two or more.
Hearing: Perceiving the nature of sounds by the ear.
Repetitive Motions: Making frequent movements with a part of the body.
Standing: Remaining on one's feet in an upright position.
Talking: Expressing or exchanging ideas by means of spoken words.

Vision Requirements

Accommodation: Ability to adjust vision to bring objects into focus.
Depth Perception: Ability to judge distance and space relationships.
Far Acuity: Ability to see clearly at 20 feet or more.
Field or Vision: Agility to see peripherally.
Near Acuity: Ability to see clearly at 20 inches or less.

Mental Demands

Mathematical Reasoning
Memorization
Oral Comprehension
Spatial Orientation
Written Comprehension

Working Conditions

Contact with students/patients under wide variety of circumstances.
Exposed to unpleasant elements (accidents, injuries and illness.)
Handles emergency or crisis situations.

Subject to varying and unpredictable situations.

Minimum Education

Bachelors Degree.

Minimum Experience

Three years of experience teaching primary/secondary school students with special learning difficulties.

Licensure and Certification

State of Colorado Teachers License and a Special Education Endorsement as Teacher 1 – Moderate Needs.
Some positions may require a Colorado Class “R” Drivers License by the completion of probation.