



## Career Service Authority

### Staff Special Education Teacher

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#### **GENERAL STATEMENT OF CLASS DUTIES**

Performs entry level professional educational work while receiving training in the principles, practices, and teaching methods and techniques, works under close supervision, and as the employee gains experience, assignments expand in complexity and scope.

#### **DISTINGUISHING CHARACTERISTICS**

This class performs entry level professional educational work while receiving training in the principles, practices, and teaching methods and techniques. This class is distinguished from the Special Education Teacher that performs full performance work providing educational services to special needs and general education students including creating and promoting a safe learning environment, assessing the needs and abilities of the students, developing Individualized Education Plans and Personal Education Plans, and devising curriculum that meet the needs of the school population. The Staff Special Education Teacher is distinguished from the Youth Counselor that performs standard level professional work providing individual coaching, conducting behavioral/social/educational skill development group sessions to youth in a residential treatment setting, assisting in the development and implementation of youth treatment plans, and executing behavioral/educational programs.

#### ***Guidelines, Difficulty and Decision Making Level:***

Guidelines are generally numerous, well established and directly applicable to the work assignment. Work assignment and desired results are explained by general oral or written instructions.

Duties assigned are generally repetitive and restricted in scope but may be of substantial intricacy. Employee primarily applies standardized practices.

Decisions or recommendations on non-standardized situations are limited to relating organizational policies to specific cases. Problems that are not covered by guidelines or are without precedent are taken up with the supervisor.

#### ***Level of Supervision Received and Quality Review:***

Under normal supervision, within a standardized work situation, the employee performs duties common to the line of work without close supervision or detailed instruction. Work product is subject to continual review.

#### ***Interpersonal Communications and Purpose:***

Contacts with the public or employees where explanatory or interpretive information is exchanged, gathered, or presented and some degree of discretion and judgment are required within the parameters of the job function.

***Level of Supervision Exercised:***

By position, performs lead work.

**ESSENTIAL DUTIES**

Receives on-the-job training on teaching concepts, practices, methods, and techniques in order to provide educational opportunities to students with special needs and as the employee gains experience, teaching assignments expand in complexity and scope.

Receives training on conducting academic, social, and behavioral assessments, reviews available educational information including the youth's overall history, functioning level, abilities, and unique needs, and incorporates this information into the assessment process.

Receives training in developing and writing Individualized Education Plans and Personal Education Plans for students and learns how to set personalized educational goals that meet each student's individual needs.

Learns how to design daily lessons plans that meet state requirements, regulation, and standards and how to teach a curriculum that is geared towards each student's needs and abilities.

Interacts with other educational professionals, classroom support staff, case workers, and therapy staff to discuss and meet the individual needs of students and makes referrals to other educational specialist for special needed educational services.

Participates in student staffings with educational and residential staff and communicates with residential staff any problems that occurred during the school day.

Completes all required paperwork and documentation on each student's progress and work.

Performs increasingly more responsible work as the employee gains experience and independently performs assigned duties.

Implements the overall Family Crisis Center program per programming policies and procedures.

Performs other related duties as assigned.

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Any one position may not include all of the duties listed.  
However, the allocation of positions will be determined by  
the amount of time spent in performing the essential duties  
listed above.  
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**MINIMUM QUALIFICATIONS**

***Competencies, Knowledges & Skills:***

**Education and Training** – Knowledge of teaching, training, research, making presentations, lecturing, testing, and other instructional methods.

**Teaching Others** – Helps others learn through formal or informal methods, identifies training needs, provides constructive feedback, coaches others on how to perform tasks, and acts as a mentor.

**Reading** – Understands and interprets written material including technical material, rules, regulations, instructions, reports, charts, graphs, or tables and applies what is learned from written material to specific situations.

**Writing** – Recognizes and uses correct English grammar, punctuation, and spelling, communicates information in a succinct and organized manner, and produces written information which may include technical material that is appropriate for the intended audience.

**Self-Management** – Sets well-defined and realistic personal goals, displays a high level of initiative, effort, and commitment towards completing assignments in a timely manner, works with minimal supervision, is motivated to achieve, and demonstrates responsible behavior.

**Interpersonal Skills** – Shows understanding, courtesy, tact, empathy, and concern, develops and maintains relationships, may deal with people who are difficult, hostile, and/or distressed, relates well to people from varied backgrounds and situations, and is sensitive to individual differences.

**Oral Communication** – Expresses information to individuals or groups effectively taking into account the audience and nature of the information, makes clear and convincing oral presentations, listens to others, attends to nonverbal cues, and responds appropriately.

**Problem Solving** – Identifies problems, determines accuracy and relevance information, and uses sound judgment to generate and evaluate alternatives and to make recommendations.

**Planning and Evaluating** – Organizes work, sets priorities, determines resource requirements, determines short or long-term goals and strategies to achieve them, coordinates with other organizations or parts of an organization, monitors progress, and evaluates outcomes.

**Teamwork** – Encourages and facilitates cooperation, pride, trust, and group identity, fosters commitment and team spirit, and works with others to achieve goals.

**Diversity** – Is sensitive to cultural diversity, race, gender, and other individual differences in the workforce.

**Customer Service** – Works with customers to assess needs, provide assistance, resolves problems, and satisfy expectations, knows products and services, and is committed to providing quality products and services.

**Creative Thinking** – Uses imagination to develop new insights into situations, applies innovative solutions to problems, and designs new methods where established method and procedures are inapplicable or are unavailable.

**Technical Competence** – Uses knowledge that is acquired through formal training and extensive on-the-job experience to perform one's job, works with, understands, and evaluates technical information related to the job, and advises others on technical issues.

**Conflict Management** – Manages and resolves conflicts, grievances, confrontations, or disagreements in a constructive manner to minimize negative personal impact.

**Attention to Detail** – Is thorough when performing work and conscientious about attending to detail.

**Flexibility** – Is open to change and new information, adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles, and effectively deals with ambiguity.

**Information Management** – Identifies a need for and knows where or how to gather information and organizes and maintains information or information management systems.

**Technology Application** – Uses machines, tools, instruments, and/or equipment effectively and uses computer applications to analyze and communicate information in the appropriate format.

**Stress Tolerance** – Deals calmly and effectively with high stress situations.

**Learning** – Uses efficient learning techniques to acquire and apply new knowledge and skills and uses training, feedback, or other opportunities for self-learning and development.

**Memory** – Recalls information that has been presented previously.

Ability to respond to emergency situations which may require physically subduing and restraining of students.

### ***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.

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.

### ***Working Environment:***

Contact with high needs students/clients under wide variety of circumstances.

Exposed to unpleasant elements (accidents, injuries, and illness).

Handles emergency or crisis situations.

Subject to varying and unpredictable situations.

### ***Education Requirement:***

Baccalaureate Degree in Education, Psychology, Social Work, or related field.

### ***Experience Requirement:***

One year of experience working with at risk and/or special needs youth in a public school setting, residential treatment setting, diversion program, or a similar setting/program.

***Licensure and/or Certification:***

Possession of a current Colorado Department of Education Licensure in Special Education OR a Statement of Eligibility (SOE) for an Alternative Licensure OR eligible to obtain a Temporary Teaching Eligibility (TTE) OR eligible to obtain a Special Educator Eligibility (SEE). Candidates must be enrolled in a Colorado Department of Education approved Special Education Licensure Program.

Within 3 months of employment, employees must be certified in facility approved behavior management techniques and maintain certification throughout employment.

**CLASS DETAIL**

***FLSA CODE:*** Non-Exempt

***ESTABLISHED DATE:*** 12/23/2007

***REVISED DATE:***

***ESTABLISHED BY:*** Patricia Anderson

***CLASS HISTORY*** This is a new class.