

SPECIAL EDUCATION TEACHER – MODERATE TO SEVERE

PRIMARY FUNCTION:

The position of Special Education Teacher (Moderate to Severe), under the supervision of the site administrator and/or designee, provides students with moderate to severe disabilities a program that enables the student to reach their fullest physical, emotional, psychological, and behavioral potential; provide consultation, coordination, planning, curricular resources, evaluation, remediation, and direct instructional services for students with special needs placed in a special day class.

DIRECTLY RESPONSIBLE TO:

School Principal and/or designee

ASSIGNED RESPONSIBILITIES:

1. Provide instruction and services for students whose needs were identified with moderate to severe disabilities by an Individualized Education Program (IEP) team and assigned to a special day class.
2. Promote and develop the maximum amount of self-reliance and functional independence for the assigned students.
3. Communicate, support and assist students with exceptional needs and their parents with their progress towards their IEP goals.
4. Provide training, domestic, recreational, leisure, community and vocational activities for the assigned students in an educational environment.
5. Blend basic skills including speech and language, motor, academics, and social skills into functional activities.
6. Act as the primary case manager for Special Education purposes for students in the assigned class
7. Provide consultation, resource information, and support regarding individuals with exceptional needs to their parents, general education teachers and school staff members.
8. Plan, develop, implement and monitor a behavior management plan in accordance with district guidelines and established practice.

9. Assist with the assessment and evaluation of Special Education Students.
10. Coordinate all special education and general education services provided each pupil in the Special Day Class.
11. Serve as a member of the IEP Team and Student Study Team as appropriate and/or assigned.
12. Monitor student progress on a regular basis; participate in the review and revision of IEP's as appropriate; report student progress and/or lack of progress to the IEP Team.
13. In conjunction with the site administration, integrate students served in the Special Day Class into general education classes as appropriate.
14. Facilitate transfer and communication of special education students to different special day classes and/or general education classes as appropriate.
15. Participate in professional development training designed to improve competencies with regard to techniques of instruction, curriculum, materials, and methods of evaluating pupil progress, as well as maintaining current information and understanding of federal, state, and local regulations regarding Special Education.
16. Direct, supervise, monitor and evaluate assigned support personnel.
17. Use data collection to support research-based instruction and to demonstrate student achievement.
18. Attend staff meetings; participate on committee and school events as assigned; assume responsibility as a staff member with regard to assigned duties.
19. Perform other related duties as assigned.

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

- **Knowledge of:**
 - a. Principles, methods, techniques, strategies, and trends in educational, social, and emotional needs for students with moderate to severe disabilities
 - b. Identification procedures and special education assessments for students with moderate to severe disabilities
 - c. Development of an instructional program to meet the identified needs of students with moderate to severe disabilities

- d. Evaluation and research techniques, strategies, and procedures
- e. Curriculum and instruction programs beneficial to students with special learning needs.
- f. Applicable sections of the State Education Code, Board and District policies, procedures and regulations.
- **Ability to:**
 - a. Work independently with little direction
 - b. Communicate effectively both orally and in writing
 - c. Work effectively in the absence of supervision
 - d. Establish and maintain cooperative and effective working relationships with others
 - e. Work in a diverse socio-economic and multicultural community
 - f. Maintain consistent, punctual and regular attendance
 - g. Train and evaluate the performance of assigned staff
 - h. Interpret, apply and explain rules, regulations, policies and procedures
 - i. Operate a computer and job-related equipment
 - j. Analyze situations accurately and adopt an effective course of action
 - k. Meet schedules and time lines
 - l. Plan and organize work
- Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (*reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions*):
- **Physical:**
 - a. Ability to push, pull, and transport instructional and/or presentation materials.

- b. Ability to communicate so others will be able to clearly understand a normal conversation.
- c. Ability to understand speech at normal levels.
- d. Ability to bend, twist, stoop and reach.
- e. Ability to drive a personal vehicle to conduct business.

- **Mental:**

- a. Ability to organize and coordinate schedules
- b. Ability to analyze and interpret data
- c. Problem solving
- d. Ability to communicate with the public
- e. Ability to read, analyze and interpret printed matter and computer screens
- f. Ability to create written communication so others will be able to clearly understand the written communication
- g. Ability to communicate so others will be able to clearly understand a normal conversation.
- h. Ability to understand speech at normal levels.

- **Environment:**

- a. Indoor – frequently
- b. Outdoor – occasionally
- c. Ability to work at a desk and in meetings of various configurations.

EDUCATION AND EXPERIENCE:

- a. Bachelor's degree or higher
- b. Successful completion of student teaching at a recognized college or university, or two years of regular full time special education experience

CERTIFICATION REQUIREMENT

- a. Valid and appropriate California Education Specialist – Moderate/Severe credential
- b. CLAD Certification
- c. Must possess a valid California driver’s license

OVERTIME STATUS: Eligible

BARGAINING UNIT STATUS: Palm Springs Teachers Association

TERMS OF EMPLOYMENT: Salary and work year governed by the Collective Bargaining Agreement with the Palm Springs Teachers Association.

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Collective Bargaining Agreement with the Palm Springs Teachers Association and the Palm Springs Unified School District and the Board Policy on Evaluation of Certificated Personnel.

**Regulation
Approved:**