

POSITION DESCRIPTION

ISD 279 – OSSEO AREA SCHOOLS

SECTION I: GENERAL INFORMATION

Position Title: Teacher, Special Education	Department: Division of Leadership, Teaching and Learning (DLTL)
Immediate Supervisor's Position Title: Site/Department Licensed Administrators	FLSA Status:
Band/Grade/Subgrade:	Bargaining Unit: Licensed Staff
Job Summary: To inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning. Provide instruction and support in the curriculum areas or program for which employed including writing and implementing individual scholar goals and objectives, evaluating scholar performance according to the goals and objectives on the Individual Educational Plan (IEP) used by the district, promoting scholar achievement, maintaining required scholar records, making related reports to the site/department licensed administrators as prescribed or authorized by the superintendent, maintaining contact and communications with guardians/caregivers of scholars and working with them in the development of each scholar, performing classroom management duties, enforcing district rules governing conduct, understanding and implementing due process guidelines following state and federal rules, regulations and district policy; make appropriate and equitable use of instructional resources and technologies; implement the goals and objectives of the district and the school and/or program for which employed; provide in-person, synchronous, and asynchronous learning when applicable; work collaboratively with others. Willing to participate in district, building, department, or program leadership activities.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No: 1 **Statement of duty/responsibility:** Demonstrate planning and preparation by:

Task Band:

Tasks involved in fulfilling above duty/responsibility:

- Showing deep knowledge of content, pedagogy and Individualized Educational Program (IEP) plans; showing knowledge of local, state, and federal regulations and academic and social- emotional supports within and beyond the school and district.
- Showing knowledge of scholars including child and adolescent development, learning processes, skills, knowledge, and language proficiency, interests, cultural and lived experiences, and special needs.
- Setting clear, appropriate and differentiated instructional outcomes and goals, developed using data from multiple sources, that integrate academic and social-emotional development, are aligned to IEP, and represent significant learning; communicating high expectations for each scholar.
- Showing knowledge of classroom, building, and district academic and social-emotional resources and supports aligned to instructional outcomes and IEPs and teacher professional resources to extend content knowledge and pedagogy; showing knowledge of and exercising professional judgment regarding implementation of high-quality instructional materials to ensure access to rigorous content and support specific scholar needs, furthering engagement and mastery.
- Designing coherent instruction including learning activities, materials and resources, and instructional groups structured to engage, encourage higher-level thinking and agency, support and address individual needs and advance the learning of scholars through the implementation of their IEP; creating structures to ensure equitable access to learning, resources, and materials.
- Designing formative assessments and implementing district-supported summative assessments aligned to instructional outcomes, with clearly defined criteria and standards; consistently using assessment data to direct planning, preparation, and support of individualized scholar instruction.

Duty/Responsibility No:

2 Statement of duty/responsibility: Create a positive environment by:

Task Band:

Tasks involved in fulfilling above duty/responsibility:

- Establishing and cultivating respect and rapport including positive interactions with and among scholars, guardians/caregivers, and staff; consistently demonstrating knowledge and caring about individual scholars; demonstrating and applying appropriate cultural and developmental awareness in interactions with scholars; recognizing and honoring the dignity, needs, and individual identity of scholars and staff.
- Establishing a culture for learning; conveying the importance of learning; modeling, encouraging, and explicitly teaching curiosity, critical thinking, reasoning, and reflection; ensuring scholars understand their role as learners while developing scholars' pride in their learning, achievements, and social, emotional, and academic growth.
- Proactively and explicitly teaching and modeling expected behaviors and routines including instructional groups, transitions, materials, supplies, non-classroom spaces, and supervision of support staff; utilizing resources and support equitably and effectively for the benefit of each scholar.
- Establishing clear expectations; modeling, explicitly teaching, and reinforcing habits that promote learning and positive behavior; monitoring and appropriately responding to behavior utilizing tools including Functional Behavior Assessment (FBA) Behavior Support Plans (BSP); establishing methods of support to assist scholars in connectedness and engagement.
- Intentionally organizing physical space to ensure the advancement of learning, safety, and accessibility of each scholar, modifying if necessary to support individual scholar needs.
- Providing guidance and work directions, when applicable, for supporting Educational Support Professionals (ESP).

Duty/Responsibility No:

3 Statement of duty/responsibility: Provide high quality instruction by:

Task Band:

Tasks involved in fulfilling above duty/responsibility:

- Communicating with scholars, verbally and non-verbally, clear instructional outcomes, directions, and explanations of content, concepts, and strategies; outlining instructional pathways for scholars to meet the established criteria for success.
- Using questioning and discussion strategies to engage, develop, and support scholars' reasoning, critical thinking, reflection, and understanding; providing alternate methods of communicating learning to support scholar needs.
- Engaging scholars in learning through the use of activities and assignments with differentiated, effective and multiple opportunities to think, reflect, consolidate and demonstrate understanding; utilizing effective groupings, materials, resources, and structures designed to support engagement and learning; choosing materials and resources that are scholar age, IEP, developmentally, equitability, and culturally appropriate; modifying pace and tasks within instruction based on scholar needs; providing scholars multiple opportunities to be actively engaged.
- Using assessments, with clearly defined and communicated assessment criteria linked to a scholar's IEP goals and objectives, in instruction; monitoring scholar learning and providing timely, constructive, and substantive feedback; collecting, analyzing, and synthesizing data to inform actions; involving scholars in self-assessment and monitoring their progress.
- Demonstrating flexibility and responsiveness; adjusting and differentiating instruction specific to scholars' IEP accommodations and modifications to ensure scholars are successful; continually seeking ways to improve instruction, making revisions in response to data, as needed; monitoring the use and impact of learning resources.

Duty/Responsibility No:

4 Statement of duty/responsibility: Demonstrate professionalism by:

Task Band:

Tasks involved in fulfilling above duty/responsibility:

- Reflecting on knowledge, practice, and multiple perspectives through self-assessment; accurately assessing the effectiveness

of learning and actions; citing specific examples, ideas and means for areas of improvement; identifying personal growth areas and independently seeking opportunities to develop and refine knowledge and practices; maintaining documentation of progress toward professional learning goals.

- Managing work duties effectively; organizing and scheduling time commitments to meet demands of the job; meeting established timelines and deadlines; following assigned daily schedule; maintaining accurate records including education evaluations, individual education programs, behavior support plans, contact logs, progress reports, and documentation of accommodations and modifications made to the general education curriculum.
- Establishing and cultivating mutual respect and rapport with guardians/caregivers; effectively initiating contact, communicating, and collaborating with staff, administrators, guardians/caregivers, scholars; IEP team members, and service providers; providing timely, constructive, and substantive information about instructional programs and individual scholars in a culturally sensitive manner; seeking opportunities to engage families/caregivers in the scholars' learning and achievement.
- Participating in a professional community; maintaining positive and productive relationships with colleagues; helping to identify challenges and taking positive action toward their solution; actively participating in a culture of professional inquiry to improve practice; participating in school and district meetings and events; supporting implementation of district mission.
- Remaining current regarding content knowledge and pedagogy; seeking collegial support and feedback; seeking knowledge regarding the scholars and community served and applying findings to practice and development of the school culture; participating in professional organizations to enhance personal practice; providing leadership and support to colleagues.
- Consistently maintaining and modeling honesty, integrity, and confidentiality in interactions with scholars, guardians/caregivers, and staff; actively addressing scholar needs; advocating for scholars.

Duty/Responsibility No:

5

Statement of duty/responsibility: Performs other comparable duties of a like or similar nature as assigned.

Task Band:

Tasks involved in fulfilling above duty/responsibility:

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)			DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)
less than high school diploma			Bachelor's Degree required
High school diploma or GED			Major field of study or degree emphasis:
1 year college		2 years college	
3 years college	X	4 years college	
1st year graduate level			Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: • Considerable knowledge of educational disabilities, special education criteria and special education due process. • Considerable knowledge of the curriculum areas the teacher is responsible for providing and delivering in-person, synchronous and/or asynchronous instruction.
2nd year graduate level			
Doctorate level			

		• Considerable knowledge of racial equity, culturally relevant pedagogy, and racial equity transformation. • Considerable knowledge of educational philosophy, teaching methods and approaches, current researched best practices and strategies. • Considerable knowledge of scholars' growth, development, and needs, both academic and affective. • Considerable knowledge of individualized evidenced based instructional strategies. • Considerable knowledge of multicultural, gender and disability fair curriculum concepts. • Working knowledge of instructional technologies.
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Required Work Experience in Addition to Formal Education/Training: None

Required Supervisory Experience: None

LICENSE/ CERTIFICATION	Identify licenses/certification: A valid Minnesota teaching license in Special Education.
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ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	• Ability to develop and sustain positive relationships with scholars, colleagues and guardians/caregivers • Ability to evaluate and utilize data to inform and guide decisions and practices that positively impact scholars. • Considerable skill in classroom management, self-reflection, and organization. • Ability to effectively facilitate and/or participate in team meetings and guardians/caregivers meetings and appropriately engage in challenging conversations. • Ability to effectively apply learned strategies with current learning models. • Ability to collaborate positively with all stakeholders. • Strong communication skills both written and verbal.

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1		
2		
3		
4		
TOTAL		None

INDIRECT SUPERVISION:	
Number of employees indirectly supervised:	Total: None

HAZARDOUS WORKING CONDITIONS:

The essential duties of the work are performed under various physical hazards or environmental conditions noted.

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand			x	
Walk			x	
Sit			x	
Use hands dexterously (use fingers to handle, feel)			x	
Reach with hands and arms		x		
Climb or balance		x		
Stoop/kneel/crouch or crawl		x		
Talk or hear				x
Taste or smell		x		
Physical (lift & carry): up to 10 pounds			x	
up to 25 pounds			x	
up to 50 pounds		x		
up to 75 pounds		x		
up to 100 pounds		x		
more than 100 pounds		x		

Physical requirements associated with the position can be best summarized as follows:

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Human Resources Signature

Date

Classification History:

Date classification was last reviewed and actions taken, if any:

Date Board Adopted:

12/2022