



ICSD Human Resource Services

Certified Employee Job Description

Department: Secondary School

Date Prepared: 02/2023 **Updated:** 2/2024

Job Title: Special Education - Secondary Educator

Classification (FLSA Status): Exempt

Lane/Salary Grade: Educator

Location: Assigned School

General Function:

Provides students with learning, cognitive or physical, disabilities with individually tailored help, counsel, and learning experiences that the student needs to make progress toward educational goals established with the student's limitations in mind. Monitors and evaluates outcomes for students with disabilities. Assists in the development of Individual Education Programs (IEP).

Organizational Structure:

Job Title: Special Education - Secondary Educator

Supervisor's Title: School Principal

Jobs Reporting to this Title:

- Aides that are assigned to teacher
- Students
- Parent helpers

Summary and Overall Objective:

- The educator is responsible for the education of assigned students

Essential Functions Duties and Responsibilities: may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.

- Determines specific learning problems, skill deficiencies, or social adjustment difficulties of students and initiates remediation programs in these areas.
- Evaluates each student in terms of initial needs and progress toward remediation.
- Develops and presents appropriate IEP goals.
- Prepares progress reports and year-end evaluations, administering pre-tests and posts-tests as appropriate and necessary.
- Makes available a wide range of teaching materials and equipment, including reading material at many levels, instructional games, and resource materials.
- Counsels students in identifying and dealing with their academic and social challenges.
- Provides opportunities for students to explore life and career goals.
- Provides students with tutoring for other classes.
- Establishes and maintains standards of individual student behavior. Works closely with other teachers to help the students maintain satisfactory class work, homework, and behavior.
- Helps parents to understand the specific challenges of educationally handicapped students and the goals and operation of the program, apprising them of challenges and progress.
- Participates in selection and evaluation of students for admission to the program of education for such students.
- Participates in case conferences about students who learn differently.
- Performs basic attendance accounting and similar record keeping functions pertinent to the special education program.
- Keeps abreast of new developments in the field by reading journals and publications, attending professional society meetings and seminars, and discussing problems of mutual interest with others in the field.
- Evaluates special education needs to ensure that objectives for student education are met.
- Understands and interprets laws, rules, and regulations to students, parents, and paraprofessionals.
- Prepares reports for federal, state, and local regulatory agencies.
- Administers achievement tests to measure student level of performance.
- Writes and maintains IEP files and monitors compliance.
- Helps students with daily living skills such as toileting and social interaction.
- Works with students and their behavior needs.

During times of state or district emergency, all employees may be required to perform additional duties that are not required on a normal basis in support of educational and operational priorities. e.g. Performs general cleaning and sanitizing of work areas, provides remote assistance to students and staff, and any other reasonable duty as needed.

Teachers are expected to dress in good taste and be well groomed, befitting to members of a respected profession. Cleanliness of self and attire, neatness, and attractive grooming are stressed and expected. Teachers should always dress in a manner that professionally sets them apart from students. Exceptions to the dress limitations are school approved special events or activities.

Competencies (Knowledge, skills, abilities):

- Thorough knowledge of Individual Education Program (IEP), learning theory, differentiated instruction, data collection, best instructional practices, research based reading instruction, multicultural education, assessments, Individuals with Disabilities Act (IDEA 2004), No Child Left Behind Act of 2001 (NCLB 2001), and state and federal policies and procedures related to special education.
- Ability to work well with students with disabilities, teachers, and parents of students with disabilities.
- Ability to appropriately adapt instructional programs and materials.

- Ability to collect instructional data for the decision making process.
- Ability to read, write, and communicate effectively in English at a level required for successful job performance.
- Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Ability to write reports, business correspondence, and procedure manuals.
- Ability to effectively present information and respond to questions from management, public groups, and/or the ICSD School Board.
- Ability to respond to common inquiries or complaints from parents, community, and staff members.
- Ability to effectively present information to parents, community, and students.
- Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.
- Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.
- Ability to apply common sense understanding to carry out essential duties of this position.
- Ability to carry out instructions furnished in written, oral, or diagram form.
- Ability to troubleshoot and solve problems involving concrete variables situations.
- Ability to define problems, collect data, establish facts, and draw valid conclusions.
- Ability to apply knowledge of current research and theory to instructional programs
- Ability to plan and implement lessons based on grade level objectives and the needs and abilities of students to whom assigned.
- Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.
- Ability to deal with nonverbal symbolism in its most difficult phases.

This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent in this job. Incumbents are required to perform other related functions as assigned.

Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education, knowledge and experience requirements; the machines, tools and equipment used; and any licenses or certifications required.

Required Education and Experience:

Bachelor's degree in Elementary/Secondary Education from four-year college or university with SPED endorsements.

Preferred Education and Job Related Experience:

Experience working in a K-12 environment.

Required Licenses and Certifications:

Active Utah Professional Education K-12 Teaching License with proper SPED endorsements authorizing areas assigned. ESL Endorsement would be beneficial.

A Special Education License Area of Concentration (K-12) for teaching students with disabilities is issued by the Utah State Board of Education with endorsements in the following areas:

- A. Mild/Moderate - permits the holder to teach students with disabilities who need instruction in Core Curriculum based academic, behavior, and life skill demands, regardless of setting (resource or self-contained), or category of disability.
- B. Severe - permits the holder to teach students with learning/behavior/adaptive deficits, who need instruction in functional academic, functional behavior, and functional life skill demands, regardless of setting (resource or self-contained), or category of disability.
- C. Hearing Impaired - permits the holder to teach students who are deaf or hearing impaired.
- D. Visually Impaired - permits the holder to teach students who are blind or visually impaired.

Special Education teaching candidates shall have completed an approved program for teaching students with mild/moderate, severe, hearing, or visual handicaps. The License Area of Concentration will be endorsed for the area(s) in which the program is completed. Holders of Special Education License Area of Concentrations may also be issued endorsements in English as a Second Language, Bilingual, and Driver Education, but are restricted to providing services to special education students only.

Character

- Iron County School District expects all employees to practice high standards of moral and ethical conduct which are consistent with the values taught in our schools.
- All employees are expected to be law abiding, ethical and honest; and demonstrate respect for the dignity of all students, colleagues, parents and members of the community.
- All employees are expected to adhere to all district policies while employed.

Working Conditions:

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.

Work Environment:

While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate.

Physical Demands:

- While performing the duties of this job, the employee is regularly required to use hands to handle, or feel, and talk or hear.
- The employee frequently is required to stand, walk, and reach with hands and arms.
- The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell.
- The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

Machines, Tools, Equipment Used:

- Personal computer
- Classroom Technology Tools (i.e., projector, document camera, etc.)
- Copy machine

- Cutting Boards
- Lamination Machine

Possible Hazards:

- Contact with dissatisfied individuals

Expected Work Hours:

- During regular school hours

Travel Requirements:

- Some local and out of town travel may be required
- Personal transportation to and from work is required

Terms of Employment:

Full-time 190 Contract Days

Job Evaluation:

Performance of this job will be evaluated in accordance with provisions of the board's policy on Evaluation of Certified Personnel.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A) and is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Duties, responsibilities and activities may change or new ones may be assigned at any time with or without notice.

Iron County School District is committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, national origin, physical or mental disability, religion, or otherwise as may be prohibited by federal and state law.

Approved by _____ Date: _____

I have read and understand the contents of this job description.

Reviewed and agreed by: _____ Date: _____
(Employee)