

Job Description:

SPECIAL EDUCATION TEACHER

General

Special education teachers are responsible for the education of students with individualized education programs (IEPs) and students who require assistance beyond the scope of expertise the classroom teacher is able to provide in order to achieve academic success. As examples to their students, special education teachers are expected to have a thorough understanding of learning differences and behavior management needs that can arise within the learning process. Special education teachers are supervised by and accountable to the student services coordinator. Special education teachers are employed at-will and operate as professionals within the guidelines established by the School Charter and the BOD. These guidelines provide that instruction be consistent with the Core Knowledge Sequence and the High School curriculum, as well as meet the individualized needs of the specific students who require supplemental instruction. Special education teachers are responsible for: (1) Teaching and Collaboration; (2) Effectiveness of Mandated Educational Processes; (3) Maintenance of Classroom Decorum; and (4) Professionalism.

Teaching and Collaboration

Ensure the academic integrity of the school for students with specialized programming in accordance to Ridgeview's mission and philosophy, the special education teacher must:

- apply effective research-based teaching to improve students' overall academic progress
- hold high academic standards and have an unrelenting desire to assist students in meeting specific academic and behavioral goals
- develop the intellect of each student to the utmost of his ability
- ensure the appropriateness of modifications and accommodations for students with IEPs
- assist with implementation of modifications and accommodations appropriate for individual students that is consistent with the RCS mission and philosophy
- assist general education teachers to meet individual students' educational goals
- develop the personal character of every student
- willingness to take direction from the administration
- collegiality
- maintenance of good communication with parents
- ability to coordinate and conduct an IEP meeting with parents and other professionals
- provide guidance and work collaboratively with special education paraprofessionals

Effectiveness of Mandated Educational Processes

Ensure proper services and supports are provided for students who need supplemental programming, as well as ensuring that the school is in compliance with state and federal laws, the special education teacher is expected to:

- develop effective special education supports and services
- complete and maintain required paperwork
- implement effective tracking of student progress
- assist, as appropriate, with Child Find (e.g., STAT process – Student Teacher Assistance Team)
- lead a multidisciplinary IEP meeting with other specialists, parents, teachers, and principals
- collaborate with teachers to maintain consistent communication regarding student needs

- ensure the effectiveness of modifications and accommodations
- work under the authority of PSD's director of special education
- maintain confidentiality

Maintenance of Classroom Decorum

In order to maintain a classroom conducive to learning, the special education teacher must:

- enforce the dress code
- prevent any student from disrupting the class by using the established disciplinary procedures
- require students to be respectful to their teachers
- insist that students are prepared, attentive and participatory
- instruct students in the pillars of character and ensure that they follow them
- tolerate no cruelty among students
- be sensitive to problems as they are developing and intervene immediately

Professionalism

In order to demonstrate and model professionalism, the special education teacher must:

- be loyal to the school and its mission, adhering to all RCS BOD policies.
- be punctual and attend to all duties as assigned
- demonstrate initiative and put forth exceptional effort
- maintain confidentiality
- dress professionally and in accordance with the faculty dress code

Minimum Job Requirements

- One of three minimum job requirements must be met for consideration of this position:
 - 1) bachelor's or master's degree in a brain-based field (e.g., occupational therapy, speech therapy, school psychology, etc.) and be willing to obtain a master's degree in special education with appropriate licensure or
 - 2) bachelor's or master's degree in liberal arts or science and be willing to obtain a master's degree in special education with appropriate licensure or
 - 3) have a master's degree in special education with a provisional or professional license from the Colorado Department of Education with additional certification in Lindamood-Bell techniques and/or certification as a Reading Intervention Specialist from The Dyslexia Center
- familiar with special education laws and regulations regarding IDEA
- experience with students who need additional supports and services
- the ability to speak and write clearly

Other Desired Characteristics

- **certification as a Dyslexia Specialist – Therapist Level** from The Dyslexia Center or be willing to obtain
- bachelor's degree in a relevant and appropriate field as it pertains to student learning and development
- knowledge of charter or independent schools
- interest in classical educational
- interest in educational reform
- knowledge of and dissatisfaction with the current state of education
- previous K-12 education classroom experience
- ability to adjust to the needs of the changing student population

Note: Costs of additional education requirements will be covered by the school, including degrees.