

YUMA PRIVATE INDUSTRY COUNCIL, INC
Educational Opportunity Center Charter High School
POSITION DESCRIPTION

Title: **Special Education Teacher**

Reports to: School Manager

Classification: Exempt (Full-Time / 10 Mo.)

Revision Date: July 24, 2018

SALARY \$19.70/Hr.

The Yuma Private Industry Council is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age, disability status, protected veteran status, or any other characteristic protected by law.

SUMMARY

Under the direction of the School Manager the Special Education Teacher provides Special Education instruction of at-risk students, including writing and implementation of Multidisciplinary Evaluation Team Documents, Individual Education Plans (IEPs), Transition Plans, and Behavioral Plans. The position is responsible for overall management of IDEA regulations which include scheduling IEPs, Evaluations, Hearing and Vision Screens, etc.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Facilitate Student Learning

Supporting Skills

- *Implement Individual Educational Plans (IEP), Behavior plans, and Transition plans.*
- *Participate in community field trips.*
- *Maintain and establish community contacts related to student learning.*
- *Document services.*

Equal Opportunity Employer/Program Auxiliary Aids and Services Are Available Upon Request To Individuals With Disabilities

Deliver One-on-one Academic Instruction and Behavior Services as Scheduled

Supporting Skills

- *Implement Individual Educational Plans (IEP), Behavior plans, and Transition plans.*
- *Provide focused guidance in subjects based on student needs.*
- *Offer feedback on individual learning.*

Coordinate Instruction Provided to Special Education Students

Supporting Skills

- *Plan educational programs and services based upon assessment information and individual student needs.*
- *Teach remedial courses as needed.*
- *Coordinate home school and home visits.*
- *Report any failure to implement directly to the School Manager.*
- *Report any questions or problems regarding Special Education students or services to the School Manager immediately.*
- *Report any questions or*

Serve as Coordinator of Special Services

Supporting Skills

- *Review all screenings of students for potential placement in Special Education.*
- *Train staff in current Special Education implementation.*
- *Maintain all Special Education records, and ensure compliance with ADE, IDEA, 504, and ADA regulation.*
- *Arrange all Special Education students testing with outside consultants.*
- *Coordinate, Direct and attend all IEPs.*

Implement Individual Education Plan (IEP) for Special Education Students

Supporting Skills

- *Document IEP information according to requirements and regulations.*
- *Interview students and teachers to ensure accuracy of information.*
- *Communicate and report information according to funding agency requirements.*

Document Special Education Services

Supporting Skills

- *Develop and maintain comprehensive records of Special Education services.*
- *Include findings from surveys of exceptional students, emphasizing characteristics, identification, and teaching methodologies and strategies for students with disabilities.*
- *Write all Individual Education Plans (IEPs), Transition Plans, and Behavior Plans for Special Education students.*
- *Write all Prior Written Notices, Procedural Safeguards, and Annual Confidentiality Notifications.*

Maintain Currency in Law and Regulations Pertaining to Special Education

Supporting Skills

- *Participate in appropriate in-service programs to obtain the most current information available.*
- *Read articles and books as appropriate, to gain current information and perspectives.*
- *Research, write, and disseminate information to school officials, staff, parents, and teachers.*

CORE SKILLS

Language

- *Speaking: Talking to others to convey information effectively.*
- *Oral Expression: The ability to communicate information and ideas in speaking so others will understand (respond effectively to the most sensitive inquiries or complaints, effectively presenting information and responding to questions from groups of managers, clients, employers, customers, elected officials, and the public).*
- *Oral Comprehension: The ability to listen to and understand information and ideas presented through spoken words and sentences (respond effectively to the most sensitive inquiries or complaints (effectively present information and/or respond to questions from groups of managers, clients, employers, customers, elected officials, and the general public).*
- *Speech Recognition: ability to identify and understand the speech of another person.*
- *Speech Clarity: ability to speak clearly so others can understand you.*
- *Writing: The ability of communicating effectively in writing as appropriate for the needs of the audience.*

Equal Opportunity Employer/Program Auxiliary Aids and Services Are Available Upon Request To Individuals With Disabilities

- Written Comprehension: ability to read and understand information and ideas presented in writing).
- Written Expression: The ability to communicate information and ideas in writing so others will understand (write clear and concise memoranda without close supervision).
- Reading Comprehension: Read, analyze, and interpret general instructions, technical procedures, and government regulations (understanding written sentences and paragraphs in work related documents).
- Fluency in the English and Spanish languages preferred.

Mathematics

- Apply mathematical concepts such as probability and statistical inference, addition, subtraction, multiplication, division, fractions, percentages, and ratios.

Reasoning

- Problem Sensitivity: ability to tell when something is wrong or is likely to go wrong (does not involve solving the problem, only recognizing there is a problem).
- Deductive Reasoning: ability to apply general rules to specific problems to produce answers that make sense (solves practical problems, collect data, establish facts, and draw valid conclusions).
- Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- Critical Thinking: The use of logic and reasoning to identify strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Interpret a variety of technical instructions.

Technology

- Demonstrate **proficiency** in software including but not limited to Microsoft Windows, Microsoft Office, Microsoft Excel, and Microsoft Access (Database).
- Demonstrate **proficiency** in Internet usage.

Socioeconomic

- Maintain an awareness of socioeconomic factors bearing on unemployment, local labor community problems, and/or resources relating to the labor market.

Supervisory

- **Active Learning**: Understanding the implications of new information for both current and future problem-solving and decision-making.

Equal Opportunity Employer/Program Auxiliary Aids and Services Are Available Upon Request To Individuals With Disabilities

- **Time Management:** *Managing one's own time and the time of others.*
- **Learning Strategies:** *Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.*
- *Supervise Special Education instruction given by Para-Educators.*
- *Maintain an environment that facilitates students learning and completion of assignments.*

Interpersonal

- *Social Perceptiveness: Being aware of others' reactions and understanding why they react as they do.*
- *Service Orientation: Actively looking for ways to help people.*
- *Must possess excellent interpersonal skills.*
- *Must demonstrate excellent self-control and confidence during presentations.*

Physical Demands

- Talk and hear.
- Active Listening: Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Reach with arms and hands.
- Use hands and fingers to operate keyboards and other office equipment.
- Near Vision: The ability to see details at close range (within a few feet of the observer).

Other

- Demonstrate public speaking skills.
- Demonstrate client-interviewing skills.
- Demonstrate data entry and retrieval skills.
- Demonstrate appropriate interpersonal skills to accomplish tasks.
- Interpret federal and state rules and regulations.
- ***Must possess or be able to obtain a valid AZ Level One Fingerprint Clearance Card***
- ***Must possess a valid Arizona Driver's License, reliable transportation, and current liability insurance***
- ***Must clear a background check with Arizona Department of Child Safety***
- Must demonstrate the Core Values of the Organization.

EDUCATION AND EXPERIENCE

Bachelor's degree from an accredited institution of higher education with 30 semester hours in education is required.

A Special Education Teaching Certificate is required, with LD, preferred. Certifications must accompany application.

Two to three years of documented teaching experience, working with LD, ED, and MIMR students in consultative, itinerant, cross-categorized, resource, and/or self-contained methods, preferred.

Knowledge of test interpretation, including Arizona Academic Standards requirements, is required.

The ability to teach all subject requirements as defined by the Arizona Department of Education, including mathematics, English, history, government, economics, science, and fine arts, is required.

Experience in the application of non-traditional teaching methods is preferred.

Fluency in English and Spanish languages is preferred.

WORK ENVIRONMENT

The work environment characteristics described herein are representative of those an employee encounters while performing the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level is usually moderate for an office environment.

I acknowledge that I have been given a copy of this job description and I understand the duties and responsibilities stated within. I attest to my capacity to fulfill all such duties and responsibilities. This job description may be revised by the employer and I will be given a copy of revisions, additions, and/or deletions. I understand that I may be given additional related duties and will be required to follow any other instructions or directions given by my supervisor. I understand that any violations of all established policies and procedures may lead to disciplinary measures, up to and including termination.

Signature of Employee

Signature of Supervisor

Printed Name of Employee

Printed Name of Supervisor

Date Signed _____

Date Signed _____