

Job Title: Special Education Teacher with Autism Emphasis
Department: Special Education
Reports To: Assigned Special Education Coordinator II
FLSA Status: Exempt
Salary Schedule: TT



SUMMARY

The Special Education Teacher with Autism Emphasis provides students with autism and/or significant/severe disabilities who have aggressive behavior, with individualized specially designed instruction and learning experiences that the student needs. The Teacher will provide direction and oversee special education services as specified in an Individualized Education Program (IEP), designed to meet the unique needs of students with autism and help prepare them for further education, employment, and independent living.

ESSENTIAL 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, mal-adaptive behavior problems, skill deficiencies, and/or social adjustment difficulties of students and initiates specially designed instruction and applied behavior analysis interventions to address them.

Evaluates each student in terms of initial evaluation, re-evaluation and progress monitoring on both academic and behavior IEP goals and behavior plan. Develops and presents appropriate IEP goals. Prepares progress reports and year-end evaluations, administering pre-tests and post-tests as appropriate and necessary.

Establishes and maintains standards of individual student behavior and classroom management, including a safe and engaging learning environment.

Works closely with other adults (i.e., teachers, paraprofessionals) to help the students maintain satisfactory class work, homework, and behavior.

Helps parents to understand the specific learning/behavior problems associated with their child's disability that are educationally relevant.

Works in collaboration with school and district level special education teams in the development and implementation of specially designed instruction for students who require services in the area of applied behavior analysis.

Ensures compliance to local, state, and federal special education policies, procedures, and laws. Ensures students are educated in the Least Restrictive Environment in the appropriate Continuum of Alternative Placements available to students with disabilities in the WCSD.

Performs basic attendance accounting, Medicaid logs, and similar record keeping functions pertinent to the special education program.

Keeps abreast of new developments in the field by behavior, applied behavior analysis, and specially designed instruction. Participates in all required district professional development associated with being a special education teacher in WCSD. Attends state trainings/workshops when assigned by WCSD.

Administers, scores, and interprets standardized achievement testing. Administers and scores various rating scales/assessments associated with autism and aggressive behaviors in compliance with publishers' requirements.

Operates various types of office equipment such as computers, copy machines, etc.

Cooperates with the custodian(s) for the general housekeeping needs in the area(s) for which the teacher is assigned.

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.

SUPERVISORY RESPONSIBILITIES

This job has supervisory responsibilities over various classified personnel in the classroom that assist in the delivery of specially designed instruction, such as paraprofessionals, behavior support technicians, applied behavior analysis technicians, and others as specified by school principal.

KNOWLEDGE, SKILLS, ABILITIES, AND 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 knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Thorough knowledge of Individual Education Program (IEP) development, learning theory, differentiated instruction, data collection, evidence-based instruction in academics and behavior, assessments, Individuals with Disabilities Act (IDEA 2004), 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 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 WCSD School Board.

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

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.

EDUCATION and/or EXPERIENCE

A minimum of a bachelor's degree from an accredited college or university. A master's degree in the area of special education and/or behavior analysis is preferred.

Must have at least 2 years of experience working with students with disabilities (i.e., students with autism who have moderate to aggressive behaviors).

CERTIFICATES, LICENSES, REGISTRATIONS

An active Utah Special Education License (K-12) is required.

A Board Certified Behavior Analysis (BCBA) certification as recognized by the State of Utah is preferred.

PHYSICAL DEMANDS *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, use hands to handle or feel, talk or hear, and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl. The employee is occasionally required to climb or balance, and taste or smell. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 50 pounds, and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT *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.*

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate. Since special education is a service, not a specific place, the employee may either deliver and/or oversee specially designed instruction in settings outside the school such as home and/or community autism/mental health agencies.

Prepared By: Director of Special Education		Date: 03/16/2019
Approved By: Assistant Director, Human Resources		Date: 03/21/2019
<input type="checkbox"/> Reviewed	<input checked="" type="checkbox"/> Revised	By: Director of Special Education
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EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	