



Position Title: Special Educator

Position Summary:

Under general supervision, the special educator serves as a specialist for all students, including those with the most extensive needs. The special educator provides students with direct remedial instruction in academic subjects, cognitive processing, and appropriate social skills. The special educator will collaborate with general education classroom teachers and other specialists to select appropriate curricula and develop behavior management programs in order for students to access and benefit from the general education curriculum and setting. The special educator will follow the regulations associated with IDEA, FAPE, procedural safeguards, and IEP development and implementation. The special educator works under the supervision of the Director of Special programs and building administrator.

Qualifications:

- Bachelor's or Master's degree in special education
- Certification in special education and any appropriate multi-subject endorsements
- Dual certification in general and special education preferred

Essential Duties:

- **Meet district, state, and federal Requirements:** display knowledge of procedures, policies, and regulations; incorporate requirements into work habits; follow corrective procedures; and maintain proper and sufficient documentation
- **Conduct specialized student assessments and evaluations:** be well-versed in a multitude of measurement techniques; select appropriate measurement tools; be accurate and complete in clerical aspects of measurement; and clearly communicate analysis of results and recommendations
- **Establish and facilitate meetings and discussions:** identify situations requiring group discussion; organize and facilitate effective meetings; involve all participants; and follow up and monitor any intended actions and outcomes
- **Consult with others to develop plans that guide appropriate instruction and other services for students:** work effectively as a member of a team; contribute creative solutions to problems; assume case management responsibilities when necessary; and use training and experience to support classroom instruction
- **Utilize support personnel:** determine skills and abilities of assigned support personnel; delegate duties to provide the most effective opportunities for

students; monitor the effectiveness of the support personnel and provide direction and training as needed; and supervise interns as needed

- **Demonstrate responsiveness in supporting teachers' instructional needs:** support instruction by being aware of grade level teachers' resource needs; search out and provide, or make teachers aware of, available and appropriate learning resources; and consult with teachers regarding appropriate use of resources
- **Provide effective direct service to students, families, and colleagues:** take initiative in determining needed services; provide developmentally appropriate face-to-face services, based on the staff member's recognized level of competence; display unconditionally positive regard with individuals from a wide variety of backgrounds; display flexibility in the nature and location of services provided; and skillfully communicate to each audience
- **Engage in the determination and provision of primary prevention activities when needed:** recognize the need for prevention; involve others in the planning and delivery of prevention activities; and perform prevention, follow-up, and program evaluation activities
- **Create and/or coordinate schoolwide or community programs to support students and families:** demonstrate thorough knowledge of a variety of developmental assets, resiliency/protective factors, and related community supports; engage in a variety of activities to create programs that support students and families; and evaluate intended outcomes of programs created
- **Participate in professional in-service and ongoing training to further develop specialized skills**
- **Fulfill all other related duties as assigned**
- **Demonstrate proficiency in planning and preparation of instruction for students**
- **Create an environment of respect and a culture of learning** through proficient classroom procedures and appropriate management of student behavior
- **Demonstrate proficient strategies for instruction:** communication with students, use questioning techniques and engagement strategies, and demonstrate flexibility and responsiveness to students' instructional needs
- **Demonstrate professional responsibilities:** reflect on teaching, maintain accurate records, communicate with families, participate in a professional learning community, grow and develop professionally, and demonstrate professionalism

Terms of Employment:

Salary and work calendar to be established by the Board of Education. Benefits according to Board policies.

Position Title: General Educator

Position Summary:

The general educator serves as the content and curriculum expert for the assigned grade level or content area. The general educator works collaboratively with special educators and related service providers to support students with diverse needs in the grade level classroom. The general educator differentiates instruction and plans lessons using the principles of universal design for learning to ensure curricula is accessible to all students. The general educator utilizes positive behavior support strategies and supplemental academic interventions in order for students to access and benefit from the general education curriculum and setting. The general educator will collect and utilize data to guide instructional decisions. The general educator works under the supervision of the Building Administrator.

Qualifications:

- Bachelor's or Master's degree in education
- Valid certification for the level taught
- Dual certification in general and special education preferred

Essential Duties:

- **Meet district, state, and federal requirements:** display knowledge of procedures, policies, and regulations; incorporate requirements into work habits; follow corrective procedures; maintain proper and sufficient documentation
- **Work effectively as a member of a team**
- **Demonstrate responsiveness to student needs:** collect and utilize data to guide instructional decisions; and collaborate with special educators and related service providers to collectively provide needed supports, services, and resources
- **Participate in Schoolwide or Community Programs to Support Students and Families:** demonstrate thorough knowledge of a variety of developmental assets, resiliency/protective factors, and related community supports; and engage in a variety of activities to support students and families
- **Participate in professional in-service and ongoing training to further develop specialized skills**
- **Fulfill all other related duties as assigned**
- **Demonstrate proficiency in planning and preparation of instruction for students**
- **Create an environment of respect and a culture of learning** through proficient classroom procedures and appropriate management of student behavior

- **Demonstrate proficient strategies for instruction:** communicate with students, using questioning techniques and engagement strategies, and demonstrate flexibility and responsiveness to student instructional needs
- **Demonstrate professional responsibilities:** reflect on teaching, maintain accurate records, communicate with families, participate in a professional learning community, grow and develop professionally, and demonstrate professionalism

Terms of employment:

Salary and work calendar to be established by the Board of Education. Benefits according to Board policies.

Position Title: Paraeducator

Position Summary:

The paraeducator supports general educators and special educators to meet the needs of all students, including students with extensive support needs. The duties of the paraeducator are designed to support inclusive education. The paraeducator assists and collaborates with general educators and special educators to support students with diverse needs in the grade level classroom. The paraeducator may also provide administrative support for teaching. The paraeducator utilizes positive behavior support strategies and assists with data collection needed for teaching and learning. The paraeducator may supplement instruction by providing additional support under the supervision of the classroom teacher. The paraeducator participates in all relevant meetings and professional learning opportunities that occur during assigned work hours. The paraeducator works under the supervision of the building administrator.

Qualifications:

- Minimum of 60 college hours from an accredited college or university, required
- Valid teaching certificate preferred
- Such alternatives to the above qualifications as the Board may find appropriate or acceptable

Essential Duties:

- **Work with students to reinforce or support skills taught by general and special educators**
- **Work effectively as a member of a team;** participate in collaborative and team processes
- **Demonstrate Responsiveness to student needs:** help collect data that can be used by educators to guide instructional decisions; and collaborate with

general educators, special educators, and related service providers to collectively provide needed supports, services, and resources

- **Engage in a variety of activities to support students and families**
- **Perform assigned supervision of students**
- **Participate in professional in-service and ongoing training to further develop specialized skills**
- **Fulfill all other related duties as assigned**
- **Contribute to an environment of respect and create a culture of learning** through proficient classroom procedures and appropriate management of student behavior
- **Demonstrate proficient strategies for instruction:** communicate with students using questioning techniques and engagement strategies; and demonstrate flexibility and responsiveness to student instructional needs
- **Demonstrate professional responsibilities:** reflect on practices, ethical behavior, communicate with colleagues; participate in a professional learning community; grow and develop professionally; and demonstrate professionalism

Terms of employment:

Salary and work calendar to be established by the Board of Education. Benefits according to Board policies.

Other Roles and Positions:

When developing job descriptions for other roles and positions, such as related service providers or support personnel, consider the following:

- Indicate defined responsibilities for the outcomes of all students.
- Emphasize collaborative and team processes used to support student needs.
- Consider how the role can help enhance equity-based inclusive education.
- Consider professional learning responsibilities related to supporting students with diverse needs to make progress in the general education curriculum.