

SONORA UNION HIGH SCHOOL DISTRICT

CLASSROOM TEACHER SPECIAL EDUCATION: MODERATE/SEVERE DISABILITIES

DESCRIPTION OF BASIC FUNCTION AND RESPONSIBILITY

Under the direction of Sonora Union High School District, provide instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe mental retardation, multiple disabilities, and/or serious emotional disturbance; monitor and evaluate students' progress and behavior; research, obtain and provide instructional materials for special education services; serve as an informational resource for students, parents, District personnel and community organization; work within a self-contained classroom.

ESSENTIAL JOB FUNCTIONS *Other duties may be assigned*

- Provide instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe mental retardation, multiple disabilities, and/or serious emotional disturbance; participate in preparing Individual Education Program goals and objectives for eligible students; suggest alternate resources, programs or interventions for ineligible students.
- Schedule and facilitate IEP meetings as Case Manager
- Monitor and evaluate progress and behavior of eligible special education students; prepare report card grades or progress reports as appropriate
- Research, obtain and provide instructional materials for special education services
- Record, take and implement data for implementation in the Individualized Education Process
- Serve as an informational resource for students, parents, District personnel and community organizations; respond to inquiries and provide information, recommendations and interpretation of student records
- Understand the IEP referral and assessment procedure
- Prepare and maintain a variety of records and reports related to assigned activities and student progress and behavior; retrieve official records for parents and District personnel as requested
- Coordinate and conduct various team meetings and implement team recommendations as assigned
- Train and provide work direction and guidance to assigned personnel; organize and conduct in-services for parents to staff as directed
- Operate a variety of office and classroom equipment including a computer and assigned software

EDUCATION AND EXPERIENCE REQUIRED

- Any combination equivalent to a bachelor's degree including courses needed to meet credential requirements and student teaching classroom experience

LICENSE REQUIRED

- Valid California Driver's License
- Education Specialist Instruction Credential – Moderate/Severe Disabilities; **or** Specialist Instructional Credential – Special Education/Severely Handicapped
- English Language authorization if not embedded in credential

GENERAL QUALIFICATIONS

Knowledge of:

- Practices and procedures of instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe mental retardation, multiple disabilities, and serious emotional disturbance
- Basic subjects taught in District schools including mathematics, reading, writing, language arts and spelling
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Child guidance principles and practices related to children with special education needs
- Classroom procedures and appropriate student conduct
- Problems and concerns of students with special needs
- Applicable laws, codes, regulations, policies and procedures
- Research methods
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- Record-keeping and report preparation techniques
- Operation of standard office and classroom equipment including a computer and assigned software

Ability to:

- Provide instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe mental retardation, multiple disabilities, and serious emotional disturbance
- Monitor and evaluate student progress and behavior
- Research, obtain and provide instructional materials for special education services
- Serve as an informational resource for students, parents, District personnel and community organizations
- Understand and relate to students with special needs
- Learn District organization, operation, policies and objectives
- Learn department and program objectives and goals
- Interpret, apply and explain policies, procedures, rules and regulations
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Analyze situations accurately and adopt an effective course of action
- Prioritize and schedule work
- Maintain records and prepare reports

- Operate standard office and classroom equipment including a computer and assigned software
- Maintain consistent, punctual and regular attendance
- Move hands and fingers to operate a computer keyboard
- Hear and speak to exchange information
- See to read a variety of materials

EDUCATION AND EXPERIENCE REQUIRED

- Education Specialist Instruction Credential – Moderate/Severe Disabilities; **or** Specialist Instructional Credential – Special Education/Severely Handicapped
- English Language Learners authorization if not embedded in credential

PHYSICAL DEMANDS AND WORKING CONDITIONS

Physical Demands:

- Lifting, pushing and/or pulling normally does not exceed 65 pounds
- Mobility to stand, stop, reach, and bend
- Vision (which may be corrected) at or better than 20-40
- The noise level in the work environment is usually moderate

Other Conditions:

- May be required to use personal vehicle in the course of employment
- May be required to attend periodic evening meetings and/or travel within and out of the District
- Consistent and regular attendance is essential

Sonora Union High School District is an Equal Opportunity/Affirmative Action Employer and reasonable accommodations are made under the American with Disabilities Act as required by law.

Board Approved: May 16, 2017