



SPECIAL EDUCATION TEACHER JOB DESCRIPTION

Educational Requirements: Bachelor's Degree or Higher; Colorado Licensure preferred, Gifted Education Endorsement preferred

All teachers must meet the requirement of a "highly qualified teacher" as mandated by law. Requirements are as follows:

- A. Must have obtained a Bachelor's degree or higher;
- B. Must have demonstrated competency in the core academic subject area(s) that he/she teaches by passing a content area test or enough hours to be equivalent to a major (24 semester hours). The core academic areas are English; Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (Civics, Government, Economics, History, Geography); the Arts (visual arts, Drama, Music).
- C. The 3rd requirement, as mandated for public school employees, is state certification. This requirement is *not* waived for Special Education Teachers at a charter school. AACL will have preference for special education teachers who also hold gifted education endorsements.

Candidate should have concentrations, research, and/or experience in:

- Curriculum & Instruction
- Special Education
- Gifted Education/Twice-Exceptional Education

Position Start Date: August 2, 2010

Pay Periods: bi-weekly

Curriculum Training Week: *July 12-16, tentatively*

Reports To: The Lead Teacher, the Academy Director

Direct Reports: All classroom teachers report up through a structure of Lead Teachers/Team Leaders for Divisions, Specialized Student Services, and Finance and Operations. The Academy Director determines the appropriate structure, such as Teaching Teams for Divisions I, II, and III; Divisions IV and V; Encore Team; Student Support Team, and Office Team.

Required Skills:

- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and measurement of training effects
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders
- Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance
- Ability to use proven methods to help students increase achievement

Job Summary: The Special Education Teacher is entrusted with the educational support of students with federally mandated Individual Education Plans for educationally and physically handicapped students as well as additional students who are being monitored in the Response to Intervention process as appropriate. Special education teachers are also expected to build relationships with other students in the teaching team and within the school as appropriate, and to implement and support other teachers in the mission of the Academy. This teacher is expected to contribute to a positive and effective school climate that supports academic achievement and the needs of the whole child. Within these broad areas, and working with the educational and administrative structure of the Academy, the Special Education Teacher position will include the following responsibilities:

Leadership: Responsible for his/her classroom instruction and supporting other staff within his/her Team of teachers

- **Contribute** to a shared vision for academic and operational excellence
- **Challenge** systems, processes, ideas and methodologies that are not working for the needs of children in positive and productive ways
- **Enable** fellow teammates, students, families and others to act in positive and productive ways
- **Encourage** and support fellow teammates, families, students, and others as they contribute to the mission of the school
- **Communicate** effectively and positively in both written and oral forms with the Academy Director, Teaching Team, Parents, Administrative Staff and the Community
- **Demonstrate** a passion for gifted education as well as the needs of *all* students to receive individually challenging and supportive instruction

Area of Excellence: *Student Achievement* measures the purpose of AACL as an academic home designed for students to surpass state academic standards necessary for successful adult life and further educational goals, and includes the elements of personal learning plans, tracking student

data, adjusting instruction according to the data, actual student progress, and social-emotional growth of students.

Academic Excellence:

- Responsible for facilitating, monitoring, and supporting the alignment and implementation of the *Response to Intervention* process to maximize student support and achievement within the unique design of AACL
- Responsible for supporting AACL curriculum with vertical and horizontal alignment between Divisions and teammate's classrooms, and planning curriculum and other instructional materials to meet students' needs, considering such factors as physical, emotional, and educational abilities
- Responsible to instruct students using research-based instructional methodologies and techniques as outlined by AACL, best practices in special education for unique disabilities, and best practices in gifted education (including techniques for improving sensory-motor and perceptual-motor development, memory, language, and cognition)
- Responsible for administering and interpreting results of ability and achievement tests, using accurate testing procedures and developing continual improvement of student academic performance
- Responsible to showcase the academic performance of his/her students
- Responsible to confer and team-teach with classroom teachers, Encore teachers, other student support teachers, and other faculty as appropriate to promote the educational, physical, and social/emotional development of students
- Responsible to teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement
- Responsible to provide consistent reinforcement to learning, and continuous feedback to students
- Responsible to facilitate staffings concerning Individual Education Plans, and confer with parents, administrators, testing specialists, social workers and others to develop Individual Education Plans
- Responsible to instruct students in daily living skills required for independent maintenance and economic self-sufficiency, such as hygiene, safety, and food preparation as necessary
- Responsible to observe, evaluate, and prepare reports on progress of students
- Responsible to select and teach reading material and math problems related to everyday life of the individual student, as appropriate

Area of Excellence: *Financial Health* measures the fiscal health of AACL as a sustainable program and includes the school budget, volunteer support and hours collected, contributions and donations received, and conservation of resources such as time, materials, and energy.

Finance and Accounting:

- Responsible to support the conservation of resources in his/her area and relevant areas of the building
- Responsible to record and report volunteer hours provided from self and from outside volunteers
- Responsible to support the fundraising activities of the Academy as appropriate

Area of Excellence: *School Design* measures nine critical elements that meet the mission of AACL, based on its *Values*: awareness of student-need, family partnerships, staff teamwork and expectations, professional development, curricular programming, instructional and differentiation techniques, integration of technology, classroom management and safety, and community connections.

Human Resources:

- Responsible to develop one's own professional development plan and contribute to the growth of other faculty
- Responsible to encourage and inspire Team Members and other faculty in general

Development:

- Responsible for contributing ideas for the AACL development plan

Learning environment:

- Responsible to work with students to increase motivation and address unique social/emotional needs related to the disability and/or twice-exceptional needs
- Responsible for using and supporting appropriate decorum throughout the building
- Responsible for maintaining the secure, safe educational environment of classroom, hallways, playground, and related areas
- Responsible to support the Lead Team in the assignment of students to classes
- Responsible for Level I student discipline within the classroom and supporting the discipline process in other Team classrooms
- Responsible to maintain positive and effective parent communication channels (newsletter, message boards, etc.)

Facilities:

- Responsible for supporting maintenance of the classrooms on Team and general use areas in the building; may be asked to support simple maintenance on school grounds on a rotating basis
- Responsible for maintaining a safe, comfortable environment
- Responsible for maintaining cleanliness procedures in line with the Academy's disease prevention guidelines
- Responsible for maintaining an accurate inventory of materials in classroom

Management Information System:

- Responsible for using appropriate use of software for the educational process
- Responsible to supply information necessary for reports due to Colorado Springs District 11 and the Colorado Department of Education
- Responsible to use technology for instruction, assessment, communication, and Quarterly Learning Reports

Accreditation:

- Responsible for meeting applicable requirements for the Colorado accreditation process

Area of Excellence: *Customer Satisfaction* measures the degree to which the AACL program is creating positive relationships with students, families, staff, and the community.

Parent Communications:

- Responsible to meet with parents to provide support, guidance in using community resources, and skills in dealing with student's learning impairment
- Responsible to work with the Family and School Association (Parents of the Academy for Advanced and Creative Learning, PAACL) representatives to build the school community
- Responsible to meet with parents and establish 'office hours'
- Responsible to develop positive and appropriate relationship with the students and parents
- Responsible to make appropriate use of parent volunteers

Area of Excellence: *Strategic System Growth* measures the progress that AACL is making towards becoming a solid program with a reputation in the community for excellence, and includes data on student attendance rates, turn-over and mobility; family conference attendance rates; teacher attendance rates and turnover; public relations and student enrollment; and strategic planning goals.

Student Recruiting and Retention:

- Responsible for maintaining accurate documentation/files of students
- Responsible for developing and updating of the AACL curriculum map for his/her division
- Responsible to collect and report accurate data for student records

Other Responsibilities:

- Responsible to support and represent the mission of the Academy to the community
- Responsible to attend and support occasional after-school community building activities
- Responsible for supporting the additional work of any committee(s) to which he or she is assigned

Physical Requirements: This job requires a high activity level that includes movement throughout the building; active involvement with student activities that may include jogging, dancing and jumping; support for janitorial tasks as needed (including things such as cleaning tables, vacuuming, and light lifting of boxes with classroom materials); and personal contact with children who may be seated on the floor or at low tables.

Other Position Requirements:

This is a ten-month position that will require more than 40 hours per week, on an at-will employment basis. Full-time teachers are required to be on-campus from 7:40 a.m. to 3:30 p.m.,

with the addition of staff meetings, family-teacher conferences, designated ‘office hours’ for parental contact, and any applicable off-campus meetings or trainings during or beyond the regular school day. No extended travel will be required; however, attendance at state (CAGT) and national (NAGC) conferences on gifted education is helpful. Local travel may be required to attend additional trainings.

Compensation and Benefits Available:

Starting Salary begins at \$42,000, with additional consideration depending on qualifications. Benefits include dental insurance, health insurance, Public Employees Retirement Association membership (PERA), professional development opportunities, holidays, sick leave, and vacation time. Opportunities for flex time (outside contact hours with students) may be available at the discretion of the Academy Director. A Stipend of \$3,000 or more, depending on qualifications, is available for the following additional responsibilities: Lead Teacher, Gifted/Talented Facilitator, and English Language Learner Facilitator. Full-time staff are eligible for free before- and after-school care as available. The Academy Director, in coordination with the Business Manager, will allocate additional bonus monies for teachers, as described in the Employee Handbook.

Job Description Approval

Position: **Special Education Teacher**

Dated: _____

I have reviewed and understand the above Job Description, believe it to be accurate and complete, and I can successfully fulfill each duty or task. I also agree that the Academy Director or Board of Directors retains the right to change this job description at any time.

This Job Description is effective until revised and properly approved.

Special Education Teacher

Date

Academy Director

Date