Position Title: Classroom Teacher – Special Education
Department: Special Education
Reports To: Principal, Highland Pines School
Prepared By: Avery Kaplan Date: 12/2/97
Approved By: Superintendent Date: 12/8/97
Revised by: Scott Richards Date: 11/14
Position Description Revised: Date(s): 9/16/98, 8/1/01, 11/14

SUMMARY:
Responsible for planning instruction and/or adopting the educational program to enable students to benefit from educational experiences.

This is a TIEA position with hourly rate, benefits, and working hours as per the contract between TIEA and the TISD Board of Education.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.
- Provides a basic core program including curriculum, teaching methods, and lessons for mentally impaired students.
- Coordinates and supervises work experience and on/off-campus job-training programs for students.
- Refers students for observation to members of the support staff.
- Evaluates student progress based on behaviors, observation, papers submitted, and test scores.
- Assists the student in making a realistic assessment of his/her abilities and in establishing educational and occupational goals in keeping with these abilities when possible.
- Assumes responsibility for the development and implementation of individual educational program with specific goals and objectives to meet the needs of each individual student.
- Prepares report cards, reading records, IEPC forms, classroom observation records, etc.
- Attends IEPs, staff meetings, and inservice meetings.
- Assists in screening, evaluating and recommending placements of applicants in the school’s program.
- Is directly responsible for the safety, well-being and work output of students.

SUPERVISORY RESPONSIBILITIES:
Directs instructional supervision of paraprofessional(s) as it relates to the program.

QUALIFICATION REQUIREMENTS: 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.

EDUCATION and/or EXPERIENCE:
Bachelor's degree in education.

CERTIFICATES, LICENSES, REGISTRATIONS:
Valid Michigan certification as teacher of the handicapped according to teaching area. Valid Michigan TCI (PWL) or CPI certification and any other licenses, certifications, approvals, and registrations required.

LANGUAGE SKILLS:
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 in one-on-one and small group situations to students, staff, parents, administration, and/or members of the business community.

MATHEMATICAL SKILLS:
Ability to add, subtract, multiply, and divide in all units of measure using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.
Ability to calculate figures and amounts such as discounts, interests, and percentages. Ability to apply mathematical concepts to practical situations.

**REASONING ABILITY:**
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, and diagram or schedule form.

**OTHER SKILLS and ABILITIES:**
Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to develop effective working relationships with students, staff, and the school community. Ability to perform duties with awareness of all district requirements and Board of Education policies.

**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 frequently sitting and standing. The employee may occasionally bend or twist at the neck and back while performing the duties of this job. Specific vision abilities required by this job include close vision such as to read typewritten material. The employee must occasionally lift items up to 75 lbs. such as assisting with the lifting/carrying of students (bathrooming, positioning or to assist disruptive students). The employee must occasionally push/pull items over 90 lbs. such as students in wheelchairs.

**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.

The noise level in the work environment is usually loud.

The employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the District.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.