



## **Appendix A:**

### **Job Class or Position: Special Education Teacher/Early Childhood**

#### **Position Description**

The special education teacher works as part of an interdisciplinary team to provide an educational program to children with severe speech and physical impairments. This individual is responsible for: assessing and evaluating students and programs; implementing curriculum; managing and supporting students in general education setting; planning components of the educational program and providing individual student case management; supervising instructional assistants, interns and volunteers; and participating in the ongoing development of Bridge School programs. The special education teacher reports directly to the Director of Education and Research and the Director of Education and Transition.

FLSA: Exempt  
Contracted Work  
Days: 184 days

Customary Work Hours: Standard educational professional work week; in addition to when school is in session, must be on-site for scheduled meetings/coordination/trainings, etc.

#### **Essential Functions**

Essential and other important responsibilities and duties may include, but are not limited to, the following:

- ◆ Evaluates student's current level of functioning as it relates to learning foundations and areas of academics, using appropriately modified assessment tools, and leading to the development of comprehensive interdisciplinary educational plans
- ◆ Regularly evaluates and reports on student progress, identifying strengths and needs to assist the team in making program modifications; reports of progress are based on appropriate documentation and data collection
- ◆ Designs an appropriate learning environment focusing on students' active participation in all curricula activities, integrating core content areas and incorporating appropriate assistive technologies and adapted, multisensory materials; accommodates for individual and group learning needs
- ◆ Develops and implements appropriate instructional activities, based on established curriculum, which meet the individual learning needs of students and maximize communication and participation opportunities
- ◆ Manages the inclusion of students in the general education environment: establish and maintain relations with general education staff; establish a schedule and arrange staffing for assigned students; develop general goals and an overall participation plan
- ◆ Oversees the support of students in the general education setting: oversee inclusion documentation and completion of out-of-class assignments; meet with/share materials and strategies on a regular basis with general education staff to ensure that students are prepared to participate in class; make appropriate adaptations/modifications to assignments or materials used in the inclusion class; set up equipment and technical solutions to enable students to be active participants in general education classrooms; develop appropriate tools to evaluate student's progress and development in the general education environment
- ◆ Manages individual student educational programs (as assigned), including: overseeing the child's schedule to ensure his/her needs are met; overseeing communication from home to school and school to home; coordinating the agenda for student team meetings; conferring with outside team

members as necessary; assisting the transition coordinator in planning for and implementing a successful transition

- ◆ Supervises Instructional Assistants, interns and volunteers, including: scheduling activities; training; mentoring and supervising; and conducting performance evaluation
- ◆ Participates in overall educational program and team planning and development activities, including activities to address Bridge School's long range strategic goals and initiatives
- ◆ Participates in the ongoing information dissemination of Bridge School materials, resources and strategies through a variety of outreach activities

### **Minimum Qualifications**

Sufficient education, training and/or work experience to demonstrate possession of the following knowledge, skills and abilities, typically acquired through:

- ◆ Possession of Bachelor's degree in education, with an emphasis in the education of children with disabilities

#### Knowledge, Skills & Abilities

- ◆ Knowledge of special education principles and strategies as applied to children with severe speech and physical impairments
- ◆ Knowledge of augmentative/alternative communication principles and strategies, and technology applications currently available in the field;
- ◆ Ability to prepare comprehensive reports, speak and write effectively and work under a minimum of direction
- ◆ Ability to coordinate and direct a variety of complex tasks and assignments
- ◆ Ability to elicit the cooperation of others and function as an effective team member
- ◆ Ability to effectively train and instruct other adult team members
- ◆ Ability to achieve the professional confidence of others and to assimilate and relay information, in a manner consistent with the essential job functions
- ◆ Ability to exercise good judgment and make sound decisions in a manner consistent with the essential job functions
- ◆ Ability to operate assigned equipment, including computers and assistive technologies
- ◆ Ability to maintain physical condition and stamina appropriate to the performance of assigned duties and responsibilities

#### Special Requirements

- ◆ Applicable California Teaching Credentials

#### Working Conditions

Work in a classroom/school environment, overseeing the physical, social and learning needs of children with severe speech and physical impairments.

This job description does not promise or imply that the functions listed are the only duties to be performed or that the position may not change or be eliminated. Employees are always expected to follow their supervisor's instructions and to perform the tasks requested by their supervisors.