

POSITION ANNOUNCEMENTS

The Alexander City Board of Education is accepting applications for the following position:

JOB TITLE: **SPECIAL EDUCATION TEACHER-
Collaborative**

LOCATION: **TBD**

QUALIFICATIONS: Current Alabama Teaching Certificate with Collaborative Special Education K-12 Endorsement

SALARY SCHEDULE AND AMOUNT: A salary range of \$39,301-\$66,135, based on degree and experience

JOB DESCRIPTION: See Attached

TERMS OF EMPLOYMENT: 187 Days

APPLY TO: Applications must be submitted through TEACH IN ALABAMA at the below link:

https://ats1.searchsoft.net/ats/app_login.shtml?COMPANY_ID=00008500

POSTED: February 18, 2019

DEADLINE Minimum of 7 days or until filled

ALEXANDER CITY SCHOOLS
JOB DESCRIPTION

JOB TITLE: TEACHER, SPECIAL EDUCATION

REPORTS TO: Principal and Special Education Coordinator

SUPERVISES: Paraprofessional, if assigned

QUALIFICATIONS:

1. Valid Alabama certificate endorsed in appropriate area.
2. Meet Highly Qualified Standards as defined by the State of Alabama.

KNOWLEDGE, SKILLS AND ABILITIES:

1. Ability to develop and implement an Individual Education Plan (IEP).
2. Knowledge of child development and especially of characteristics of special education students in the age group assigned.
3. Knowledge of the prescribed curriculum. Knowledge of current educational research relating to the instruction of assigned students. Basic understanding and knowledge of current technology.
4. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles.
5. Ability to communicate effectively, both orally and in writing, with students, parents and others.
6. Ability to assess levels of student achievement effectively, analyze test results and prescribe actions for improvement.
7. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn.
8. Ability to work effectively with peers, administrators and others.
9. Knowledge of laws, policies and procedures relating to the education of handicapped students (in accordance with Individuals with Disabilities Education Act (IDEA)).

JOB GOAL:

To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with system philosophy, goals and objectives.

PERFORMANCE RESPONSIBILITIES:

1. Create or select long-range plans and write student's annual IEP based on a review of system and state curriculum priorities, instructional priorities and student's handicapping condition.
2. Define goals and objectives for unit and daily plans.
3. Sequence content and activities appropriately.
4. Identify specific intended learning outcomes which are challenging, meaningful and measurable.
5. Revise plans based on student needs.

6. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.
7. Develop or select instructional activities which foster active involvement of students in the learning process.
8. Follow federal and state procedures and guidelines pursuant to (IDEA) Individuals with Disabilities Act.
9. Maintain accurate data requirements for annual child count.
10. Plan and prepare lessons and instructional strategies which support the school improvement plan and the system mission.
11. Select, develop, modify and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds, and handicapping conditions.
12. Establish and maintain a positive and safe learning environment in which students are encouraged to be actively engaged in the learning process.
13. Maintain a clean, attractive and organized learning environment.
14. Maintain academic focus by using a variety of motivational techniques.
15. Establish and use behavior management techniques which are appropriate and effective.
16. Establish routines and procedures and work with students on consistently following them.
17. Maintain instructional momentum with smooth and efficient transitions from one activity to another.
18. Establish appropriate testing environment and ensure test security.
19. Establish and maintain effective and efficient record keeping procedures.
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
21. Assist in enforcement of school rules, administrative regulations and School Board policy.
22. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
23. Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
24. Use ongoing assessment to monitor student progress, verify that learning is occurring and adjust curriculum and instruction.
25. Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance.
26. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents and professional colleagues who need access to the information.
27. Encourage self-assessment by students and assist them in developing plans for improving their performance.
28. Administer standardized tests in accordance with directions provided, including proctoring and secure handling of materials.
29. Evaluate the effectiveness of instructional units and teaching strategies.
30. Demonstrate knowledge and understanding of curriculum content.
31. Communicate high learning expectations for all students.
32. Apply principles of learning and effective teaching in instructional delivery.
33. Monitor learning activities, providing feedback and reinforcement to students.

34. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
35. Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
36. Assist students in assessing, interpreting and evaluating information from multiple sources..
37. Provide appropriate instruction and modifications for students with special needs, including limited proficiency in English.
38. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
39. Communicate effectively, orally and in writing, with other professionals, students, parents and community.
40. Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student needs.
41. Facilitate mainstreaming and inclusionary opportunities.
42. Provide accurate and timely information to parents and students about academic and behavioral performance of students.
43. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
44. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions.
45. Engage in continuing improvement of professional knowledge and skills.
46. Assist others in acquiring knowledge and understanding of particular area of responsibility.
47. Keep abreast of developments in instructional methodology, learning theory, curriculum trends and content.
48. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
49. Develop and implement a Professional Development Plan annually in accordance with state and system requirements.
50. Act in a professional and ethical manner and adhere to professional standards at all times.
51. Maintain confidentiality of student and other professional information.
52. Comply with policies, procedures and programs.
53. Ensure that student growth/achievement is continuous and appropriate for age group, subject area and/or student program classification.
54. Perform other tasks consistent with the goals and objectives of this position.
55. Enter all required student data into SETS in a timely manner.
56. Conduct observations and develop Behavioral Intervention Plans as needed.
57. Complete reevaluation paperwork in a timely manner.
58. Conduct Multidisciplinary Evaluation Team (MET), Multidisciplinary Eligibility Determination Committee, and Individual Education Plan meetings.
59. Follow local, state, and federal procedures for the provision of special education and related services for students with disabilities.

PHYSICAL REQUIREMENTS:

Occasional lifting of up to 100 lbs.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the system's approved compensation plan.
Length of the work year and hours of employment shall be those established by the system.

EVALUATION:

Evaluation of job performance will be conducted in accordance with the current requirements of the State Department of Education.

It is the policy of the Alexander City Board of Education that no person shall, on the grounds of race, color, disability, sex, religion, creed, nationality, origin, or age be excluded from participation in, be denied the benefits of, or be subjected to discrimination under program, activity, or employment.

Signature: _____ Date: _____

Approved by Human Resources: _____ Date: _____

Last Revised: March 2015