

Lone Jack C-6 School District



Job Title:	Special Education, Process Coordinator	Department:	Faculty
Reports to:	Building Level Principals	Classification:	Exempt
Type of Position:	Contracted	Length of Contract:	174 Days

Summary

The job of a Special Education, Process Coordinator is to guide and assist Special Education Teachers. Special education teachers work with students who have developmental difficulties such as speech and vision problems, limited motor skills, sensory-processing difficulties or special learning challenges. The job of Special Education Teacher was established for the purpose/s of providing support to the instructional process by serving as a teacher with specific responsibility for supervising students within the classroom and other assigned areas; developing lesson plans and delivering group and individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

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, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Essential Duties and Responsibilities of a Teacher

An individual who holds this position is required to:

- Content Knowledge Aligned with Appropriate Instruction
 - Plans the year so students will meet high standards and perform well on external assessment
 - Makes connections to prior knowledge, experience, and reading
 - Designs lessons focused on measureable outcomes aligned with CCSS and Essential Standards
- Student Learning, Growth & Development
 - Designs lessons that are relevant, engaging, and promote critical thinking and problem solving
 - Designs lessons that are motivating and target all learning needs, styles, and interests
 - Differentiates and scaffolds instruction to accommodate all students' learning needs
 - Assigns appropriate homework, holds students accountable for turning it in, and gives feedback
- Curriculum Implementation
 - Conveys high expectations and instills in each student a desire to master the material
 - Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals
 - Takes responsibility for students who are not succeeding and gives them extra help

- Critical Thinking
 - Has students actively think about, discuss, and use the ideas and skills being taught
 - Frequently checks for understanding and gives students helpful feedback
- Positive Classroom Environment
 - Clearly communicates and consistently enforces high standards for student behavior
 - Is fair and respectful toward all students and builds positive relationships
 - Teaches routines, procedures, and expectations and has students maintain them all year
 - Maximizes academic learning time through lesson momentum and smooth transitions
- Effective Communication
 - Gives parents clear expectations for student learning and behavior for the year
- Responds promptly to parent concerns and makes parents feel welcome in the school
 - Promptly informs parents of behavior and learning problems, and also updates parents on good news
 - Updates parents on the curriculum and suggests ways to support learning at home
- Student Assessment & Data Analysis
 - Diagnoses students' knowledge and skills and makes adjustments based on the data
 - Uses data from formative assessments to adjust teaching, re-teach, and follow up with struggling students
 - Analyzes data from assessments, draws conclusions, and shares them appropriately
 - Prepares diagnostic, on-the-spot, formative, and summative assessments to monitor student learning
- Professionalism
 - Has good attendance, is punctual and reliable with paperwork, duties, supervision, and assignments
 - Is ethical and forthright, uses good judgment, adheres to policies, maintains confidentiality
 - Has a confident, dynamic presence, captures and maintains students' attention & maintains composure
- Professional Collaboration
 - Seeks out and implements effective teaching ideas from colleagues, workshops, and other sources
 - Collaborates with colleagues to plan units, share teaching ideas, and look at student work
 - Contributes ideas, expertise, and time to the overall mission of the school and is a positive team player

Essential Duties and Responsibilities of a Special Education Teacher

In addition to the normal requirements of a classroom teacher, an individual who holds this position is required to:

- Provide direct and indirect instructional support to students in a positive environment.
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.

- Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system.
- Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings.
- Provide crisis intervention, as needed, for students and those in inclusive classrooms.
- Assist in collection of data for providing appropriate classroom interventions.
- Serve as a member of a multidisciplinary team as appropriate.
- Assist in preparation of data for local, state, and federal reports.
- Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.
- Perform related work as required.

Essential Duties and Responsibilities of a Process Coordinator

In addition to the normal requirements of a classroom teacher, an individual who holds this position is required to:

- Supervises and coordinates special education programs, policies and diagnostic procedures.
- Organize and ensure completion of all evaluation reports and IEPs.
- Conducts compliance efforts of special education PreK-12 through age 21; completes reviews of all special education, IEP/ER/IFSP documents, ensuring compliance with district procedures, state, and federal laws; identifies areas of need and works to develop and implement programs to address those needs.
- Performs and monitors evaluation and timelines to ensure appropriate student placement and programming.
- Assists in researching and/or implementing new program components.
- Assists in the preparation of federal, state and local reports on special education.

- Develop, provide and promote regular in-service training to special education teacher regarding special education procedures.
- Attend meetings and training sessions related to special education as deemed appropriate by the Director of Special Services.
- Maintains confidentiality and non-judgmental views of children and families served.
- Assumes other responsibilities assigned by the building level Administration and/or Superintendent.

A valid Missouri teaching certificate and complete transcript(s) of college credit must be on file for each teacher before the beginning of each new school year. It is the duty of each teacher to possess a valid certificate that covers the academic year (the teaching assignment/s and all other areas listed on the certificate). The teacher must assure that all professional development requirements and other DESE requirements are met to keep certification current.

Qualifications

An individual who holds this position is required to hold/maintain:

- Education
 - A minimum of a Bachelors Degree with emphasis in Special Education
 - A Master's Degree
- Certificates, Licenses, Registrations
 - Valid Missouri Teacher Certification and/or appropriate Missouri Certification for academic field.
- Experience
 - Graduate degree and experience, preferred.
- Clearance of District background check

The work conditions and environment described here are representative of those that an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Conditions and Environment

The work environment is consistent with a typical office environment. Rarely, an individual who holds this position must work outside in rain and snow, and temperatures above 100 degrees and below freezing.

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 essential functions.

Physical Demands

An individual who holds this position must frequently move in and around buildings and grounds to visit classrooms, attend meetings, and supervise students. They also may be required to sit for an hour or more at a time. This individual must be able to hear and engage in a conversation effectively in a noisy environment.

Attendance

Regular and consistent attendance is an essential function of this position.

Evaluation of Performance and Employment

The evaluation of performance will be conducted by the Building Principal based on locally developed standards, which align to the Missouri Educator Evaluation System, Teacher Standards. These locally developed standards are consistent with the items listed in the Essential Duties and Responsibilities section of this document. The teacher will be considered for employment at the regular March meeting of the Board of Education, as per the recommendation of the Building Principal. Employment of teachers shall be in accordance with the provisions of Missouri Law, Section 168.

As a political subdivision, employer, recipient of federal funds, and educational institution, the Board of Education is prohibited from, and hereby declares a policy against engaging in unlawful discrimination, including harassment creating a hostile environment, on the basis of race, color, sex, national origin, ancestry, disability, age, or use of leave protected by the Family and Medical Leave Act, in its programs, activities, and with regard to employment. The Board is an equal opportunity employer.