

Cantalician Center- Job Description

Special Education Teacher (Preschool and School Age)

GENERAL PURPOSE OF POSITION

Provide education services for students with developmental disabilities. Provide direction and guidance to support staff; maintain records of student progress, and communicate effectively with families, students, staff and human services professionals.

REPORTING RELATIONSHIP

Reports to Principal

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Write specific lesson plans that adhere to the Common Core; are chronologically and developmentally appropriate; reflect differentiated instruction techniques; incorporate technology; and are creative.
- Develop Individualized Education Plans ("IEPs") in accordance with current New York State Education and Cantalician practice, procedures and policies.
- Formulate long-term goals and short-term objectives and implement all goals on each student's IEP.
- Assure that IEP mandates are fulfilled and document progress toward goals on the IEP.
- Use data collection systems as directed by IEP Coordinator and/or behavior staff.
- Establish an effective data collection and charting system to monitor students' progress.
- Make appropriate academic recommendations as a result of testing, professional judgment and students' needs.
- Engage students in activities that are interesting, meaningful and individualized to reflect each student's developmental level.
- Help each student to mature academically, emotionally and socially.
- Provide care and instruction to promote a safe environment for students and staff.
- Ensure a clean and orderly work environment.
- Provide information about each student's progress to appropriate family members and human service professionals.

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- Attend CPSE-CSE meetings that may occur outside an employee's regularly scheduled work day.
- Ensure that supplemental classroom aides and teacher assistants work productively as part of the classroom team.
- Ensure that policies and procedures are being adhered to.
- Promptly report instances of policy and procedure deviations to the Principal or designee.
- Ensure that staff are engaged in classroom, and performing all duties and responsibilities as assigned by the teacher.
- Ensure that students' augmentative communication devices are utilized throughout the day by all classroom staff.
- Assume responsibility for the management of the class, students and staff, at all times.
- Provide clear and succinct direction to students and staff.
- Utilize Strategies for Crisis Intervention and Prevention (SCIP) procedures.
- Advocate for each student and family.
- Organize and maintain daily, weekly and/or monthly notes, reports and/or records required for each student.
- Foster students' independence ensuring that students achieve the greatest level of independence possible and appropriate for that particular student.
- Ensure that verbal and written communications including tone, demeanor, and content with students, staff, and parents are at all times professional, appropriate and respectful.
- Model and demonstrate expected student behavior.
- Instruct student and family in treatment and procedures to be continued at home.
 - Participate in staff training, in-services, committee and departmental team meetings.
 - Refer students and their families to community resources and services.
 - Demonstrate the ability to work independently as well as in conjunction with other staff members and members of the instructional team.
 - Submit maintenance requests when necessary to ensure the proper functioning of the room and its content.
 - Consistently comply with all agency policies and procedures.
 - Constantly maintain high professional standards with regard to personal behavior and interactions with other staff, families, districts and the community at large.
- Perform other duties as requested by the Principal and/or Director of Education.

SKILLS AND ABILITIES

- High level of written and oral communication.
- High level of interpersonal skills.
- High level of behavior management skills.
- High level of knowledge of educational principles, especially those that apply to students with disabilities.
- Possess good time management skills.
- Knowledge of computers to prepare monthly lessons and progress reports and educational materials needed.

MINIMUM EDUCATION AND/OR TRAINING

- Must possess a Bachelor's of Art or Bachelor of Science degree in Special Education.
- .Provisional special education teacher New York State certification applicable to position
- Permanent certification must be obtained and documentation substantiating same provided to the Agency within five years of provisional certification, unless a shorter duration is required by law.

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 with or without reasonable accommodation(s).

PHYSICAL DEMANDS

On-the-job time is spent in the following physical activities
Show the amount of time by checking the appropriate boxes below.

Amount of Time

| | None | Up to 1/3 | 1/3 to 1/2 | 2/3 or more |
|---|------|--------------|---------------|----------------|
| Stand | | | | X |
| Walk | | | X | |
| Sit | | X | | |
| Talk or hear | | | | X |
| Use hands or fingers, handle or feel | | | | X |
| Push/Pull | | X | | |
| Stoop, kneel, crouch or crawl | | X | | |
| Reach with hands and arms | | X | | |
| Stair climbing | | X | | |

This job requires that weight be lifted or force be exerted. Show how much and how often by checking the appropriate boxes below.

Amount of Time

| | None | Up to 1/3 | 1/3 to 1/2 | 2/3 or more |
|---------------|------|--------------|---------------|----------------|
| Up to 10 lbs. | | | | X |
| Up to 25 lbs. | | | | X |
| Up to 50 lbs. | | | | X |

This job has special vision requirements. Check all that apply.

- ☒ Close Vision (clear vision at 20 inches or less)
- ☒ Distant Vision (clear vision at 20 inches or more)
- ☒ Color Vision (ability to identify and distinguish colors))
- ☒ Peripheral Vision (ability to observe an area that can be seen up and down or to the left and right while eyes
- ☒ Dept Perception (three dimensional vision; ability to judge distances and spatial relationship.
- ☒ Ability to Adjust Focus (ability to adjust eye to bring an object Into sharp focus)
- ☐ No Special Vision Requirements

Specific demands not listed:

Ability to work under pressure and multi-task.

WORK ENVIRONMENT

This job requires exposure to the following environmental conditions.
Show the amount of time by checking the appropriate boxes below.

Amount of Time

| | None | Up to 1/3 | 1/3 to 1/2 | 2/3 or more |
|----------------------------|------|--------------|---------------|----------------|
| Outdoor weather conditions | | | X | |

The typical noise level for the work environment is:
Check all that apply.

- ☐ Very Quiet
- ☒ Loud Noise
- ☐ Quiet
- ☐ Very Loud Noise
- ☒ Moderate Noise

Hearing:

- ☒ Ability to hear alarms on equipment
- ☒ Ability to hear students/individual calls
- ☒ Ability to hear instructions from department staff

REPETITIVE MOTION ACTIONS

Number of Hours

| Repetitive use of hands | 0 | 1-2 | 3-4 | 5-6 | 7 + |
|-------------------------|---|-----|-----|-----|-----|
| A. Right only | | | | | |
| B. Left only | | | | | |
| C. Both | | | | | X |

Grasping: simple/light:

| | | | | | |
|---------------|--|--|--|--|---|
| A. Right only | | | | | |
| B. Left only | | | | | |
| C. Both | | | | | X |

Grasping: Firm/heavy:

| | | | | | |
|---------------|--|--|--|--|---|
| A. Right only | | | | | |
| B. Left only | | | | | |
| C. Both | | | | | X |

Fine Dexterity:

| | | | | | |
|---------------|--|--|--|--|---|
| A. Right only | | | | | |
| B. Left only | | | | | |
| C. Both | | | | | X |

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