

Winooski School District (“WSD”) Special Educator Job Description

JOB TITLE: Special Educator

LOCATION: Elementary, Middle or High School

REPORTS TO: Director of Support Services

UPDATED: 2/23/2022

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

Summary of Position Responsibilities:

Consistent with state and federal law, case manages, coordinates and provides an effective and efficient system of Special Education and Support Services designed to meet the needs of assigned students, and effectively integrate students into the least restrictive environment. Special Educators instruct students in basic skills using a variety of approaches and strategies including co-teaching. Plans for students who have demonstrated behavior and/or learning problems that require intervention and instruction, which may include students under the category emotionally- behaviorally disturbed and/or attention deficit disorder with or without hyperactivity, and other students who have demonstrated significant behavior and learning problems that require intensive intervention and instruction. Experience working with students identified as multilingual (ML) would be beneficial.

Essential Duties and Responsibilities:

PLANNING & PREPARATION

- Integrates current best practices, research, and special education laws into the education of the disabled, to assure compliance with state and federal laws, and to provide the most effective educational program for assigned students.
- Demonstrates knowledge and understanding of assigned students including: intellectual, social, and emotional characteristics of age group; students' varied approaches to learning; student skills and knowledge; student interests and cultural heritage; economic and cultural influences; student's family, school and community context.
- Serves as liaison person to assure a successful transition of assigned students from school to school, or classroom to classroom.
- Uses assessment information to develop an effective standards-based Individual Educational Plan (IEP) for those students who qualify for such services.
- Researches, coordinates and effectively utilizes available school and community resources and outside agencies to ensure proper delivery of students' IEP (SLP, Social Worker, OT/PT, internal and external professionals and agencies, and the like).
- Plans, develops, and monitors and/or delivers extended school year programs for identified students to assure an effective educational program. Provides technical assistance to summer tutors as needed (if applicable).

- Works with classroom teachers to select, design/modify classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) for assigned students designed to promote the academic, vocational, physical and social development needs of students, adhering to accommodations as appropriate.
- Administers and/or coordinates a thorough assessment which may include language, behavior, visual motor, gross and fine motor, and cognitive skills using a variety of techniques including standardized tests, rubrics, checklists, curriculum based measures, developmental scales, observations, behavior objectives, and the like.
- Confers with parents, school counselors, classroom teachers, social workers, administrators, testing specialists and other professionals as needed to determine proper assessment tools and procedures, and to discuss evaluation results.
- Interprets both educational and clinical findings to accurately determine program eligibility and to assess student progress.

LEARNING ENVIRONMENT

- Creates and maintains an environment of respect and rapport.
- Effectively serves all children on general caseload and assists with the integration of assigned students into regular classroom settings using the concepts of normalization and least restrictive environment.
- Coordinates services and assures productive, effective, and efficient use of assigned para-educators.
- Monitors students for signs of disruptive behavior such as violence, verbal outbursts, and episodes of destructiveness in efforts to curtail such behavior.
- Develops, implements, and monitors behavior management plans and crisis prevention/intervention plans for assigned students as necessary.
- Determines appropriate affective and social behavior, identifies children's competencies in their daily living skills, and develops and implements effective student behavior support plan.
- Identifies and implements appropriate assistive technology devices and other adaptive or augmentative systems that will enhance student communication and accessibility to learning.
- Provides a safe learning environment for all students. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.

INSTRUCTION

- Effectively provides academic instruction, social skills training and other direct services to assigned students individually, and in small/large groups (both outside and within the regular classroom) as decided by team members, using the recommendations of the most current written Evaluation Report.
- Implements appropriate classroom activities/educational materials to effectively engage students in learning and to maximize student comprehension of the lesson; including implementation of individual educational plans, instructional groupings, behavioral management techniques, peer support and the like.
- Teaches students on behavior plans socially acceptable behavior by employing techniques such as behavior modification and positive reinforcement. Uses a variety of social skills curricula to teach pro-social behavior and de-escalation strategies.
- Assists the classroom teacher in providing effective, timely, and quality feedback on student progress to parents, students and other professionals as needed or required.
- Has a solid working knowledge of co-teaching practices and is able to implement these in a

mainstream setting.

- Assists the classroom teacher in accurately assessing the effectiveness of classroom services (including learning activities, instructional groupings, lesson plans, educational materials, curricula, assessments, teaching strategies, and the like) to make sure instructional goals of assigned students are being met; and persistently seeks thoughtful alternative approaches/resources to improve student learning.

OTHER PROFESSIONAL RESPONSIBILITIES

- Routinely observes student interactions and learning environments in the classroom, school and community to assess instructional effectiveness.
- Identifies, coordinates, and implements training for teachers, para-educators and other school personnel as it relates to understanding disabilities, managing and implementing student programs, screening and assessment, behavior management techniques, developing IEPs, and evaluating student progress.
- Prepares and maintains accurate, complete, timely, effective and confidential student records and related reports as required by law, district policy, and administrative regulations.
- Communicates/collaborates effectively with parents to keep families informed of the instructional programs and individual student progress; and effectively engages families to help meet the educational needs of the student. Means of communication may include annual open house, observation sessions for parents, conferences, sessions for program discussion, making home visits, and other individual meetings as necessary.
- Works effectively, cooperatively and respectfully with supervisors, colleagues, and subordinates. Implements strategies such as collaborative teaming, conflict resolution, and mediation strategies to facilitate team decisions around student programs.
- Participates in EST functions including (but not limited to) meetings, developing referral processes, screening referred students, providing supplemental support, and consulting services as requested.
- Actively participates in school events, workshops, in-service meetings, building level staff meetings, district meetings, and other school and district committees/projects.
- Responsible for on-going professional growth activities as outlined in ones own Individual Professional Development Plan, consistent with district goals and school action/strategic plans, and as directed by the Director of Support Services/School Principal.
- Keeps abreast of current best practices, research, and special education laws.
- Acts as a general resource person for classroom teachers, para-educators, and administration; and participates in teacher training activities (both school-wide and district-wide).
- Shows professionalism and considers "What's best for students" in serving and advocating for students, and in decision making.
- Follows and assists in upholding and enforcing school rules, administrative regulations and procedures, policies of the Winooski School District, and corresponding school district policies.

Supervisory Responsibilities include: Training, planning, assigning, and directing work.

Qualification Requirements:

The requirements listed below are typical 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: Minimum of a Bachelor's Degree

Certificates, Licenses, Registrations: Vermont State Special Education license.

Language Skills: Excellent oral and written communication skills required.

Mathematical Skills: Solid math skills. Ability to interpret a wide range of data.

Reasoning Ability: Excellent problem solving skills required.

Other Skills and Abilities: Qualifications which the board and administration find appropriate and acceptable.

- **Making Decisions and Solving Problems** -- Analyzing information and evaluating results to choose the best solution and solve problems.
- **Developing Objectives and Strategies** -- Establishing long-range objectives and specifying the strategies and actions to achieve them.
- **Getting Information** -- Observing, receiving, and otherwise obtaining information from all relevant sources.
- **Organizing, Planning, and Prioritizing Work** -- Developing specific goals and plans to prioritize, organize, and accomplish your work.
- **Establishing and Maintaining Interpersonal Relationships** -- Developing constructive and cooperative working relationships with others, and maintaining them over time.
- **Communicating with Supervisors, Peers, or Subordinates** -- Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- **Evaluating Information to Determine Compliance with Standards** -- Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- **Analyzing Data or Information** -- Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- **Updating and Using Relevant Knowledge** -- Keeping up-to-date technically and applying new knowledge to your job.
- **Processing Information** -- Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- **Thinking Creatively** -- Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- **Documenting/Recording Information** -- Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.
- **Interpreting the Meaning of Information for Others** -- Translating or explaining what information means and how it can be used.
- **Identifying Objects, Actions, and Events** -- Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- **Interacting With Computers** -- Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- **Performing Administrative Activities** -- Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.
- **Scheduling Work and Activities** -- Scheduling events, programs, and activities, as well as the work of others.
- **Assisting and Caring for Others** -- Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or students.
- **Monitor Processes, Materials, or Surroundings** -- Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

- **Coaching and Developing Others** -- Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- **Training and Teaching Others** -- Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- **Performing for or Working Directly with the Public** -- Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- **Developing and Building Teams** -- Encouraging and building mutual trust, respect, and cooperation among team members.
- **Judging the Qualities of Things, Services, or People** -- Assessing the value, importance, or quality of things or people.
- **Provide Consultation and Advice to Others** -- Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.
- **Communicating with Persons Outside Organization** -- Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.
- **Coordinating the Work and Activities of Others** -- Getting members of a group to work together to accomplish tasks.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Instructing** -- Teaching others how to do something.
- **Speaking** -- Talking to others to convey information effectively.
- **Reading Comprehension** -- Understanding written sentences and paragraphs in work related documents.
- **Active Listening** -- Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Time Management** -- Managing one's own time and the time of others.
- **Learning Strategies** -- Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- **Active Learning** -- Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Critical Thinking** -- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Writing** -- Communicating effectively in writing as appropriate for the needs of the audience.
- **Monitoring** -- Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- **Coordination** -- Adjusting actions in relation to others' actions.
- **Service Orientation** -- Actively looking for ways to help people.
- **Social Perceptiveness** -- Being aware of others' reactions and understanding why they react as they do.
- **Complex Problem Solving** -- Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

- **Judgment and Decision Making** -- Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- **Persuasion** -- Persuading others to change their minds or behavior.
- **Negotiation** -- Bringing others together and trying to reconcile differences.
- **Equipment Selection** -- Determining the kind of tools and equipment needed to do a job.

Abilities Needed:

- **Speech Recognition** -- The ability to identify and understand the speech of another person.
- **Oral Expression** -- The ability to communicate information and ideas in speaking so others will understand.
- **Oral Comprehension** -- The ability to listen to and understand information and ideas presented through spoken words and sentences.
- **Problem Sensitivity** -- The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- **Hearing Sensitivity** -- The ability to detect or tell the differences between sounds that vary in pitch and loudness.
- **Deductive Reasoning** -- The ability to apply general rules to specific problems to produce answers that make sense.
- **Inductive Reasoning** -- The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- **Speech Clarity** -- The ability to speak clearly so others can understand you.
- **Written Comprehension** -- The ability to read and understand information and ideas presented in writing.
- **Flexibility of Closure** -- The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- **Written Expression** -- The ability to communicate information and ideas in writing so others will understand.
- **Selective Attention** -- The ability to concentrate on a task over a period of time without being distracted.
- **Originality** -- The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- **Auditory Attention** -- The ability to focus on a single source of sound in the presence of other distracting sounds.
- **Fluency of Ideas** -- The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- **Information Ordering** -- The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Perceptual Speed** -- The ability to quickly and accurately compare similarities and differences among sets of letters, numbers, objects, pictures, or patterns. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- **Category Flexibility** -- The ability to generate or use different sets of rules for combining or grouping things in different ways.
- **Speed of Closure** -- The ability to quickly make sense of, combine, and organize information into meaningful patterns.

- **Visualization** -- The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.
- **Time Sharing** -- The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- **Memorization** -- The ability to remember information such as words, numbers, pictures, and procedures.

Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

PHYSICAL EFFORT AND STRESS.

Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	F	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	O		X
100+ lbs.	NA		X
CARRYING			
up to 10 lbs.	O	X	
10-25 lbs.	O	X	
25-50 lbs.	O	X	
50-100 lbs.	NA		X
100+ lbs.	NA		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O	X	
TWISTING	O	X	

CLIMBING	O		X
BALANCING	NA		X
CROUCHING	O	X	
KNEELING	O	X	
CRAWLING	O		X
REACHING (i.e., overhead)	O	X	
HANDLING	F	X	
DRIVING	O	X	
REPETITIVE MOVEMENTS (hands, feet)	O		X
MANAGING STRESS	F	X	
RESOLVING CONFLICTS	F	X	

WORKING CONDITIONS/ENVIRONMENTAL FACTORS:

All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	O
OUTDOOR WEATHER CONDITIONS	O
VIBRATION/NOISE	C
HEIGHTS	O

Definitions - Physical Demands

Sitting: remaining in a seated position

Standing: remaining on one's feet in an upright position at a workstation without moving about

Walking: Moving about on foot

Seeing: Perceiving with the eye

Hearing: Perceiving or listening to sound by ear

Talking: Articulating, speaking or discussing using spoken words

Dexterity: Skill in the use of hands and fingers

Lifting: Raising or lowering an object from one level to another (includes upward pulling)

Carrying: Transporting an object, usually holding it in the hands or arms or on the shoulder

Bending/Stooping: Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

Pushing: Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

Pulling: Exerting force upon an object so that the object moves toward the force (includes jerking).

Twisting: Rotating; moving to face in alternate direction.

Climbing: Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

Balancing: Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

Crouching: Bending the body downward and forward by bending the legs and spine.

Kneeling: Bending the legs at the knees to come to rest on the knee or knees.

Crawling: Moving about on the hands and knees or ha

Reaching: Extending the hands and arms in any direction

Handling: Seizing, holding, grasping, turning, or working with hands

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.