



- To facilitate each student’s academic progress and social development by establishing appropriate goals and providing specialized instructional interventions that encourage each student to achieve the highest possible level of academic performance in all content areas.
- To support and act as a resource for classroom teachers working with students with special needs.
- To encourage students to be aware of their strengths and areas of need so that they can become strong advocates for themselves in all settings.

## **ESSENTIAL FUNCTIONS:**

The list of essential functions is based on the 10 standards for Special Educators developed by the Council for Exceptional Children (CEC). In practicing within these nationally recognized standards, the Exceptional Education Teacher/Coordinator in collaboration with administration and under the supervision of the Exceptional Education Director approval will:

### **Standard #1 Foundations**

- Use knowledge and understanding of the relationship of the organization of special education to the organizations and functions of schools, school’s systems, and other agencies to construct a personal understanding and philosophy of pedagogy.
- Practice productive organizational collaboration techniques including communication, cooperation and effective time management skills while consistently adhering to school policies and procedures.

### **Standard #2 Development and Characteristic of Learners**

- Use knowledge of how exceptional conditions can interact with the domains of human development to respond to the varying abilities and behaviors of individuals with exceptional learning needs.
- Use knowledge of how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community to develop individualized learning plans.

### **Standard #3 Individual Learning Differences**

- Build on the understanding of how primary language, culture, and familial backgrounds influence learning to individualize instruction and provide meaningful and challenging learning.
- Plan and deliver all services based on the foundational understanding of how beliefs, traditions, and values across and within cultures affect relationships among and between students, their families, and the school community.
- Collaborate with general education teachers to shape learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self- advocacy of individuals with exceptional learning needs.

### **Standard #4 Instructional Strategies**

- Uses evidence based instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs.

- Adapt instructional strategies to enhance the learning of critical thinking, problem solving, and performance skills of students to increase the self-awareness, self-management, self-control, self-reliance, and self-esteem of these students.
- Help general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions to respond effectively to general educational expectations.

### **Standard #5 Learning Environments and Social Interactions**

- Advise general education colleagues on how to best integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions.
- Implement direct motivational and instructional interventions to teach students to respond effectively to current expectations.
- Develop and deliver transition services to provide students and their families with the practical and experiential skills and knowledge that will assist in a successful transition to adult life. These transition services address needs in the areas of:
  - a) Instruction
  - b) Employment
  - c) Post school activities
  - d) Community experiences
  - e) Functional vocational evaluations
- Emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.
- Instruct students in daily living skills required for independent maintenance and self-sufficiency including hygiene, safety, food preparation, and vocational interests.

### **Standard #6 Communication**

- Develop and implement individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs.
- Integrate augmentative, alternative, and assistive technologies to support and enhance the learning of students by providing effective language models and communication strategies to facilitate understanding of subject matter.

### **Standard #7 Instructional Planning**

- Develop long-range individualized instructional plans anchored in both general and special curricula. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
- Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors.
- Modify plans based on ongoing analysis of individual student's learning progress while facilitating this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

- Implement a repertoire of evidence-based instructional strategies to individualize instruction for students with exceptional learning needs by adapting curricula to promote higher order thinking and appropriately modifying learning environments so that students are able to meet Arizona College and Career Readiness Standards.
- Develop long-range individualized instructional plans anchored in both general and special curricula by systematically translating these individualized plans into carefully selected shorter-range goals and objectives taking into consideration individual student's abilities and needs, the learning environment and cultural and linguistic factors.

### **Standard #8 Assessment**

- Use multiple types of assessment information to make a variety of educational decisions.
- Interpret the results of assessments to identify exceptional learning needs and to develop and implement individualized instructional programs as well as to adjust instruction in response to ongoing learning progress.
- Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support growth and development while regularly monitoring the progress of students in accessing general curriculum.
- Analyze formative and summative assessment, formal and informal observation, and consultation with teachers and outside professionals to recommend modifications to be used in general education classrooms in the context of goals and accommodations developed in Individualized Education Plans (IEPs).
- Adjust instruction based on monitoring of student engagement in the learning process.

### **Standard #9 Professional and Ethical Practice**

- Engage in professional activities and participate in Professional Learning Communities (PLCs) that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth.
- Develop the understanding how the practitioner's own attitudes, behaviors, and ways of communicating can influence practice.
- Receive supervision from the Exceptional Education Director and use constructive recommendations to improve practice by developing an understanding of how attitudes, behaviors, and ways of communicating influence practice; understand limits of professional responsibility and practice within these limits.
- Implement professional and ethical practice in multiple roles and complex situations across wide age and developmental ranges as well as giving ongoing attention to legal matters with serious professional and ethical considerations.
- Engage in professional activities and participate in Professional Learning Communities (PLCs) that benefit individuals with exceptional learning needs, their families, colleagues, and the Exceptional Education Teacher's professional growth.

### **Standard #10 Collaboration**

- Collaborate effectively with families, other educators, related service providers, and personnel from community agencies to assure the needs of individuals with exceptional learning needs are addressed throughout schooling.
- Promote and advocate the learning and well-being of students across a wide range of settings and learning experiences.

- Act as a resource for colleagues in developing specialized instructional interventions to facilitate successful learning and transition for individuals with exceptional learning needs.
- Inform parents of methods of evaluation and specialized instructional service delivery and provide statutory mandated Prior Written Notice (PWN) for student study teams, Individualized Education Plans (IEPs), and Multidisciplinary Evaluation Team (MET) meetings.
- Collaborate with teachers, administrators, and outside providers of evaluation services to recommend modifications to the general education curriculum based on identified specific cognitive, behavioral, and/or emotional needs of students.
- Communicate regularly with general education teachers, special education aid, Assistant Principal for Curriculum and Instruction and/or Principal to develop and implement strategic plans to assist students with IEPs to function successfully in regular classroom environment and earn credit based on the Arizona College and Career Readiness Standards.
- Meet with parents and guardians to discuss their children's progress, determine their priorities for their children's academic achievement, provide guidance in using community resources, and teach them skills for compensating for learning disabilities.

#### **CORE ACADEMIC SUBJECT MATTER CONTENT**

- Possess a solid base of understanding of the general content area curricula including math, reading, English/language arts, science, social studies, and the arts sufficient to collaborate with general educators.
- Teach or co-teach academic subject matter content of the general curriculum to students with exceptional learning needs across a wide range of performance levels.
- Design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum.
- Teach secondary level academic subject matter content classes in consultation or collaboration with general education teachers appropriately certified or demonstrated proficient through standardized assessment in the respective content areas.

#### **REQUIRED QUALIFICATIONS**

- Certified in Exceptional Education Cross Categorical instruction.
- Familiar with applicable state and federal laws relating to the delivery of special education services in a public school.
- Demonstrated ability to work effectively with diverse populations including ethnic, academic, and developmental variations.
- Maintain valid Arizona Class One Fingerprint Clearance card.

#### **PREFERRED QUALIFICATIONS**

- Two years' experience in teaching students with exceptional learning needs across a wide range of performance levels.
- Two years' experience coordinating the service delivery of Exceptional Education Teacher Aides in classrooms and other appropriate learning environments