

The Howard County Public School System

Job Analysis

JOB TITLE: Special Education Teacher, Elementary School

DOT/O*NET Code: 094.224-014/25-2041.00

POSITION INFORMATION

Summary of Duties: The Special Education Teacher at the elementary school level (K-5) is responsible for planning and implementing educational activities, managing the classroom, monitoring students, and evaluating student outcomes. The Special Education Teacher generally has his or her own classroom that is used as a resource room to provide instruction, and for teaching major subjects and/or social skills. The Special Education Teacher may co-teach classes in general education classrooms. The Special Education teacher attends the Individualized Education Program (I.E.P.) meetings, and participates in the developmental goals for the I.E.P. He or she is responsible for communicating with all parties involved in the education of the students. The Special Education Teacher serves on special committees on a volunteer basis, and participates in all required in-service training programs. This is a 10-month position.

Essential Job Functions:

- Prepare/set-up classroom prior to the first day of school.
- Provide an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of children.
- Prepare and implement lessons plans based on the student's I.E.P. and provide for appropriate learning experiences for each student.
- Coordinate preparation and implementation of lesson plans with co-teachers, to include co-planning, grading, activities, and parent conferences.
- Serve as Case Manager for assigned students; attend their annual I.E.P. meetings; participate in the development of I.E.P. goals.
- In the role of Case Manager, coordinate team meetings with all participants, the office of Special Education Representatives, and other schools, as appropriate.
- Meet with Regional Early Childhood Center staff and observe students to facilitate transition of students into elementary school; visit the middle school teachers to facilitate transition of students from elementary to middle school.
- Attend I.E.P. meetings for RECC program students and at middle school for transitioning students.
- Facilitate home/school communication.
- May be responsible for formal testing required for the I.E.P.'s or for new referrals.
- Maintain student records following established procedures and practices.
- Provide special instruction to individuals or small groups of students in the Special Education classroom based upon I.E.P. goals, observation, and/or need.

- Work with the classroom teacher to modify instructional materials, as appropriate.
- Research and order classroom instructional materials.
- Establish and enforce classroom rules of conduct; supervise students in a variety of school activity settings.
- Document student behavior and make necessary referral.
- Participate in mandatory curriculum-based team meetings.
- Prepare interim progress reports and quarterly I.E.P./special education report cards.
- Implement occupational and physical therapy plans, to include feeding, toileting, dressing, and grooming goals.
- May need to assist with personal needs of student such as toileting, and transferring students. Assistance with lifting is available.
- Attend field trips.
- May be asked to provide supervision for hall monitoring or bus duty.
- Prepare data sheets for participation in parent-teacher conferences.
- Communicate and interact with students, parents, staff, and the community.
- Monitor use and care of equipment, materials, and facilities.
- Attend planning meetings, team meetings, staff meetings, data meetings, and other meetings of groups according to membership in those groups.
- Attend in-service trainings and county workshops.
- Prepare lesson plans and materials for substitute teachers; include seating charts, class lists, and any special instructions related to students' special needs.
- Provide instructional materials to home and hospital teachers.
- Train staff on needs of new special education students and on particular disabilities.
- Maintain regular, on time, attendance.
- Accommodate visitors to the classroom.
- Knowledge of emergency plans for the school, such as lockdown procedures; prepare emergency evacuation plans for students with mobility problems.
- Participate in fire drills, as required; accompany special education students as needed.
- May participate in student teacher/intern program.

Machinery, Tools, Equipment, Work Aids Used:

- Overhead Projectors
- LCD Projectors
- Document cameras
- Screens
- Desktop and/or Laptop Computers
- Printer
- Scanner
- Kurzweil Reader
- FM Systems (Assistive Listening Systems)
- Communication Boards
- Modified keyboard; modified mouse
- Televisions, Video Cassette Recorders, Cassettes, DVDs

- Carts for moving heavy audio-visual equipment
- Earphones
- Scantron Machine
- Microphone
- Telephone
- Posters
- Maps and charts
- Laminator
- Poster Maker
- Die Cut Machine
- Easel
- Chalkboard; chalk
- Dry erase boards and dry erase markers
- Pointer
- Photocopier
- Calculator
- Timer
- Ladder or Stepping Stool
- Math Manipulatives
- Science Kits
- Books
- Paper; Writing implements
- Tape, adhesive, thumb tacks
- Stapler
- Art supplies
- Magnets
- Storage Containers
- Walkie-Talkies

Products/Materials Handled:

- May handle personal care items or personal property of a special education student when assisting the student.
- All items listed above under machinery, tools, equipment, work aids used.

EDUCATIONAL/VOCATIONAL PREPARATION

- Bachelor's Degree in a related field

REQUIRED CERTIFICATES/LICENSES

- Current Maryland State Teaching Certification, Special Education
- Fulfill requirements to maintain certification
- Blood Borne Pathogen training is offered
- Crisis Prevention Intervention training is offered

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of instructional methods and training techniques specific to special education, including curriculum design, learning theory, teaching techniques, and the development of I.E.P.'s and transition plans.
- Knowledge of principles and methods for curriculum design and presentation.
- Understanding of differences in ability and differences in learning styles.
- Skill in conveying information effectively to different ability levels and learning styles.
- Skill in developing or selecting and using appropriate instructional methods and materials.
- Ability to recognize when assistance in lifting or positioning of a student is required, and ability to request assistance from other staff members and provide assistance to other staff members.
- Ability to remain calm while using appropriate response for student related behaviors.
- Ability to communicate effectively both orally and in writing, to students, parents, and staff members.
- Ability to effectively manage the classroom.
- Ability to maintain a positive attitude and calm manner.
- Ability to remain flexible with changes in routine or plans.
- Ability to use computers and software programs.
- Knowledge of computers and software.

JOB SITE ENVIRONMENT

Work Site

- Inside: 98%
- Outside: 2%

Temperature Factors

- Exposed to weather conditions when outside of the school building.

Noise Factors

- Occasional noise from large groups of students, bells, or alarm systems.

Vibrations

- N/A

Air Quality Factors

- May be exposed to fumes from laminating machine.

Working Surface

- Flat, tile or carpeted floors
- Stairs
- Ground, cement and paved surfaces outside

PHYSICAL REQUIREMENTS – Special Education Teacher Elementary School

Non-Material Handling:								
	Not Required			Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
	N	R	I	O	F	C	<i>Description of Requirements at one time and throughout the workday</i>	
Bend					X		Needed while working with a student or for reaching a low cabinet or shelf. May alternately use squatting or kneeling.	
Squat					X		Needed while working with a student or for reaching a low cabinet or shelf.	
Kneel					X		Needed while working with a student or for reaching a low cabinet or shelf. More often with 6 th grade and less with 8 th .	
Crawl				X			Needed while working with a student on the floor.	
Balance					X		Needed for walking amongst active children or when outdoors.	
Reach Above Shoulder					X		Used commonly for brief periods for writing on the board or demonstrations.	
Sit				X			Sitting is usually limited to brief periods during the day and prolonged for team meetings and planning (30 minutes or longer). Sitting on the floor is commonly performed daily.	
Stand						X	Usually combined with moving about (alternating with walking) for sustained periods for most of the day (90%).	
Walk						X	Usually needed intermittently for frequent brief periods and less frequently longer walks throughout instructional period. More frequent longer walks may be required depending on activities and location.	
Running		X					May be needed for brief periods with very active children.	
Alternate Sit/Stand					X		Alternating between floor-sitting, chair-sitting, kneeling, crawling, standing and walking throughout the day.	
Hand Dexterity						X	Needed constantly for clerical tasks and instructional activities (may include: handwriting, handling material, hand over hand teaching, use of the telephone, keyboard, operating office tools and machines); manipulating small and medium size objects.	
Hand Controls						X	Hand and arm movements needed throughout the day for hands-on activities. Needed for communication board, computer mouse, copier and scanner.	
Foot Controls		X					Usually not needed.	
Stair Climb			X				May be 12 or more floor changes a day, in some locations.	
Ladder Climb		X					Not usually needed.	
Driving		X					May be required to attend occasional meetings.	

Material Handling:								
	Not Required			Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
	Repetitions per day			1-10	<25	<100	100-500	500+ per day
	N	R	I	O	F	C	In pounds	
Lift								
Floor to Knuckle		<50	5	--	--	--	May be needed for addressing special needs of children, transfers, dressing and assist with toileting or for non-violent crisis intervention or assist children in wheel chair.	
10 in. to Knuckle		<50	20	10	5	--		
Knuckle to Shoulder		--	--	10	5	--		
Shoulder to Overhead		--	5	3	0.5	--		
Push		<35	10	--	--	--	Needed to move carts stacked with teaching supplies, student work, and equipment (i.e. projector, laptop)	
Pull		<35	10	--	--	--		
Carry		<25	--	15	--	--	A cart is usually available to move objects.	

JOB ANALYSIS REVIEW

Printed Name

Signature

Title

Howard County Public School System

Date

JOB ANALYSIS PREPARATION

Nancy Forest, MA, CRC, CCM, CDMS, CLCP
Printed Name

Signature

Senior Rehabilitation Case Manager
Title

First Rehabilitation Resources, Inc.
Company

Date

Michael Caruso, PT, OCS, FAAOMPT
Printed Name

Signature

Industrial Physical Therapist
Title

Occupational Rehabilitation Associates
Company

Date