

# The Howard County Public School System

## Job Analysis

**JOB TITLE: Special Education Teacher, High School**

**DOT/O\*NET Code: 094.224-014/25-2043.00**

### POSITION INFORMATION

**Summary of Duties:** The Special Education Teacher at the high school level (9-12) is responsible for planning, modifying, and implementing educational activities for assigned classes, monitoring students, and evaluating student outcomes. The Special Education teacher may be responsible for tutorial classes, co-teaching content classes, teaching a content class, or some combination thereof, all of which may include general education students. The Special Education teacher attends the Individualized Education Program (I.E.P.) meetings, and participates in the development of 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 at the high school level serves on special committees on a volunteer basis, and participates in mandatory team meetings and in-service trainings. 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 students.
- Prepare and implement lesson 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, prepare and implement lesson plans for content classes.
- Work with content teacher to modify instructional materials, as appropriate.
- Serve as Case Manager for assigned students; attend I.E.P. meetings; participate in the development of I.E.P., and transition goals. May need to meet with middle school teachers to facilitate transition to high school.
- As case manager for assigned students, obtain quarterly communication from the classroom teachers; provide I.E.P.'s to each teacher at the beginning of the school year.
- Responsible for formal testing required for the I.E.P.'s or for new referrals
- Facilitate home/school communication.
- Maintain student records following established procedures and practices.
- Coordinate use of special equipment with County Diagnostics.
- Research and order course-related 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 report cards in consultation with classroom teachers on academic and behavior progress.

- Prepare data sheets for parent-teacher conferences.
- Communicate and interact with students, parents, staff, and the community.
- Monitor use and care of equipment, materials, and facilities.
- 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 be asked to provide supervision for hall monitoring duty or bus duty.
- May sponsor a club on a volunteer basis.
- May participate in student teacher/intern program.

***Machinery, Tools, Equipment, Work Aids Used:***

- Overhead Projectors
- LCD Projectors
- Document cameras
- Screens
- Computers; laptop assigned to each teacher
- Printer
- Scanner
- AlphaSmart computer
- Real-time captioning
- Braille writer
- Kurzweil Reader
- FM System (Assistive Listening System)
- Televisions, Video Cassette Recorders, Cassettes
- Carts for moving heavy audio-visual equipment
- Earphones
- Scantron Machine
- Posters
- Maps and charts
- Laminator
- Poster Maker
- Die Cut Machine
- Hole-punch
- Paper cutter
- Chalkboard; chalk
- Dry erase boards and dry erase markers
- Pointer
- Photocopier
- Calculator

- Ladder or Stepping Stool
- Books
- Paper; Writing implements, including highlighters and markers
- Tape, adhesive, thumb tacks, stapler
- Walkie-Talkies
- Lab stations, sinks, emergency shower/emergency eyewash stations if teaching in a science laboratory class
- Telephone

***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 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 remain calm while using appropriate response for student related behaviors.
- Ability to communicate effectively both orally and in writing, with students, parents, staff members, and the community.
- 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.
- Knowledge of computers and software.

**JOB SITE ENVIRONMENT**

***Work Site***

- 99% inside
- 1% outside (generally for special projects only)

***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 pave surfaces outside

## PHYSICAL REQUIREMENTS – Special Education Teacher High School

<b>Non-Material Handling:</b>											
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				May be needed while working with a student or for reaching a low cabinet. May alternately use squatting or kneeling.				
Squat			X				May be needed while working with a student or for reaching a low cabinet.				
Kneel		X					May be needed while using a low file drawer.				
Crawl	X						Not usually needed.				
Balance					X		Needed for walking amongst active children or outdoors.				
Reach Above Shoulder					X		While using a white board.				
Sit					X		Sitting is usually limited to brief periods during the day and prolonged for team meetings and planning (30 minutes or longer).				
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 frequent longer walks throughout instructional period. More frequent longer walks may be required depending on activities and location.				
Running	X						Usually not needed.				
Alternate Sit/Stand					X		Most of the workday is spent standing or walking.				
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				
Foot Controls		X					Usually not needed.				
Stair Climb		X					May be needed in some locations.				
Ladder Climb		X					May need to climb a stepladder to change wall decorations or bulletin boards.				
Driving		X					May be required to attend occasional meetings.				

<b>Material Handling:</b>											
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	3	--	--	--					
10 in. to Knuckle		<50	20	10	5	--	May be needed for non-violent crisis intervention or assist children in wheel chair.				
Knuckle to Shoulder		<20	--	10	5	--					
Shoulder to Overhead		<10	--	7	--	--					
Push		<35	--	10	--	--	Needed to move carts stacked with teaching supplies, student work, equipment (i.e. projector, laptop)				
Pull		<35	--	10	--	--					
Carry		<40	--	20	--	--	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