

The Howard County Public School System

Job Analysis

JOB TITLE: Special Education Teacher, Middle School

DOT/O*NET Code: 094.224-014/25-2042.00

POSITION INFORMATION

Summary of Duties: The Special Education Teacher at the middle school level (6-8) 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 and resource classes for special education students. He or she may co-teach content classes, teach reading classes, and/or independently teach a content class, all of which may involve working with general education students. The Special Education teacher attends the Individualized Education Program (I.E.P.) meetings, and participates in the developmental goals for the I.E.P. The Special Education Teacher is responsible for communicating with all parties involved in the education of the students. He or she 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:

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- 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, to include co-planning, grading, and parent conferences. Prepare and implement lesson plans for content classes.
- Serve as Case Manager for assigned students; attend their annual I.E.P. meetings; participate in the development of I.E.P. and transition goals. May need to meet with elementary and high school teachers to facilitate transition.
- Consult with content teachers in the development of I.E.P.'s; may be required to generate forms for completion by the content teachers and review by the Case Manager.
- 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.
- Coordinate the use of special equipment with County Diagnostics.
- Work with content teacher to modify instructional materials, as appropriate.
- 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.
- May be responsible for a homeroom.
- May need to assist with personal needs of student such as toileting, and transferring students. Assistance is available.
- Attend field trips.
- May be asked to provide supervision for hall monitoring or bus duty.
- 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 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 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.
- 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 Middle School

Non-Material Handling:							
	<u>Not Required</u>		<u>Rarely</u> <1%	<u>Infrequently</u> <8%	<u>Occasionally</u> <33%	<u>Frequently</u> <66%	<u>Constantly</u> >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						Not usually needed.
Balance					X		Needed for walking amongst active children or outdoors.
Reach Above Shoulder					X		Commonly used for brief periods during instruction periods.
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 may be performed daily with the 6 th grade.
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 with some very active students.
Alternate Sit/Stand					X		Frequently at times but varies with each 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. Needed for copier and scanner.
Foot Controls		X					Usually not needed.
Stair Climb			X				May be needed in some locations.
Ladder Climb		X					Not usually needed.
Driving		X					May be required to attend occasional meetings.

Material Handling:							
	<u>Not Required</u>		<u>Rarely</u> <1%	<u>Infrequently</u> <8%	<u>Occasionally</u> <33%	<u>Frequently</u> <66%	<u>Constantly</u> >67%
	Repetitions per day						
	N	R	I	O	F	C	In pounds
Lift							
Floor to Knuckle		<50	5	--	--	--	
10 in. to Knuckle		<50	20	10	5	--	May be needed for addressing special needs of children, dressing and assist with toileting or for non-violent crisis intervention or assist children in wheel chair.
Knuckle to Shoulder		<20	--	10	5	--	
Shoulder to Overhead		<10	10	3	--	--	
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