

PUEBLO SCHOOL DISTRICT 60
CERTIFIED JOB DESCRIPTION

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

Job Title: Exceptional Student Services (ESS) Teacher
Prepared Date: 8/1/2018
Revised Date: 2/5/2024
Work Year: 165 days
Department: Learning Services/ESS
Reports To: School Principal
Salary Range: Teacher Salary Schedule
Benefits: Fringe Benefits based on PEA Negotiated Agreement
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The primary responsibility of the ESS Teacher is to provide support to the instructional process by developing ESS students' success in academics, interpersonal skills, and activities of daily learning; Performs instructional and related duties in accordance with District policies and terms of the teacher contract. Provides direct and indirect instruction to students in an individual, small group, and classroom setting. The Teacher also maintains a cooperative attitude with staff, parents, and students.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

REQUIRED:

- Valid Colorado Teaching License within 60 days from date of hire
- Endorsement in applicable level of teaching (i.e Elementary or Secondary)
- Teacher must be highly qualified in ESS through the following options:
 - Endorsement on a Colorado teaching license in: Special Education Generalist or Special Education Specialist Endorsement or Trainable Child or Educable Mentally Handicapped, Multi-handicapped, Severe Needs Cognitive, Profound Needs
 - 36 semester credit hours applicable to content area
 - Passing score on a State Board of Education approved content exam (currently the ETS Praxis Series)
 - Be eligible for a Teacher in Residence (TIR) or Alternative Licensing Program in content area
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Experience in a Title I or low income setting
- Experience with AVID implementation
- Experience with Teach Like A Champion Strategies
- Previous experience as a certified teacher

SKILLS AND KNOWLEDGE:

- Thorough knowledge of the principles, practices and procedures of special education and specialty area.
- Thorough knowledge of the principles and methodology of effective teaching of students with disabilities.
- Thorough knowledge of school rules, regulations and procedures; ability to establish and maintain standards of behavior.
- Ability to deliver and articulate oral presentations and written reports.
- Ability to effectively analyze needs and problems objectively.
- Ability to establish and maintain effective working relationships with children, students, parents, staff, administration and the general public.
- Knowledge of relevant technology including the use of technology such as i-pads to individualize instruction.
- Meet professional teacher education requirements of school district and state.
- Knowledge and skills in working with children with ADD and behavior and emotional disabilities.
- Must have the ability and proven ability to report to work on a regular and punctual basis.

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Provide direct and indirect instructional support to students individually, in small groups, and in a classroom, in a positive environment.
- Employ special education strategies and techniques during instruction to improve the development of sensory and perceptual motor skills, language, cognition, and memory
- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop and implement individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development and include: present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests
- Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system
- Provide consultation to classroom teachers regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans, and other similar instructional interventions to meet the needs of students with disabilities
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate
- Assess student progress and determine the need for additional reinforcement or adjustments to instructional techniques
- Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs
- Schedule team meetings and work cooperatively with child study team members and others in developing instructional goals and strategies
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students
- Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings. Serve as primary contact for parents
- Provide crisis intervention, as needed, for students and those in inclusive classrooms

- Assist in collection of data for providing appropriate classroom interventions
- Assist in preparation of data for local, state, and federal reports
- Participate in department, school, district, and parent meetings

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by Building or Program Administrators

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8.5-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

F – Frequently (2.5 – 5.5 hrs per day)

NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)

C – Continually (5.5 – 8.5 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing				X	
Walking (level surface)				X	
Walking (uneven surface)			X		
Crawling		X			
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms			X		
Repetitive use wrists			X		
Repetitive use hands grasping			X		
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control	X				
*Pushing/Pulling Maximum weight: 75 lbs.			X		
Lifting/Carrying Maximum weight: 75 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work; constant interruptions; Assignment requires the ability to physically move students and equipment, position students in specialized equipment, and/or change diapers; Position requires physical interaction with students who have difficulty controlling physical behavior