POSITION: TEACHER, SPECIAL EDUCATION — MODERATE/SEVERE DISABILITIES

BASIC FUNCTION:
Under the direction of the Director-Special Education SELPA Director, provide instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe mental retardation, multiple disabilities, and/or serious emotional disturbance; monitor and evaluate students progress and behavior; research, obtain and provide instructional materials for special education services; serve as an informational resource for students, parents, District personnel and community organizations; work within a self-contained classroom.

ESSENTIAL JOB TASKS:
1. Provide instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe mental retardation, multiple disabilities, and/or serious emotional disturbance; participate in preparing Individual Education Program goals and objectives for eligible students; suggest alternate resources, programs or interventions for ineligible students.
2. Monitor and evaluate progress and behavior of eligible special education students; prepare report card grades or progress reports as appropriate.
3. Research, obtain and provide instructional materials for special education services.
4. Serve as an informational resource for students, parents, District personnel and community organizations; respond to inquiries and provide information, recommendations and interpretation of student records.
5. Understand the IEP referral and assessment procedure.
6. Prepare and maintain a variety of records and reports related to assigned activities and student progress and behavior; retrieve official records for parents and District personnel as requested.
7. Coordinate and conduct various team meetings and implement team recommendations as assigned.
8. Train and provide work direction and guidance to assigned personnel; organize and conduct inservices for parents or staff as directed.
9. Operated a variety of office and classroom equipment including a computer and assigned software.

DEMONSTRATED KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Practices and procedures of instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe mental retardation, multiple disabilities, and serious emotional disturbance.
- Basic subjects taught in District schools including mathematics, reading, writing, language arts and spelling.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Child guidance principles and practices related to children with special education needs.
- Classroom procedures and appropriate student conduct.
- Problems and concerns of students with special needs.
- Applicable laws, codes, regulations, policies and procedures.
- Research methods.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Record-keeping and report preparation techniques.
- Operation of standard office and classroom equipment including a computer and assigned software.

ABILITY TO:
- Provide instruction, assessment and program planning for special education students with a primary disability of autism, deaf-blindness, moderate to severe mental retardation, multiple disabilities, and serious emotional disturbance.
Monitor and evaluate student progress and behavior.
Research, obtain and provide instructional materials for special education services.
Serve as an informational resource for students, parents, District personnel and community organizations.
Understand and relate to students with special needs.
Learn District organization, operation, policies and objectives.
Learn department and program objectives and goals.
Interpret, apply and explain policies, procedures, rules and regulations.
Communicate effectively both orally and in writing.
Establish and maintain cooperative and effective working relationships with others.
Analyze situations accurately and adopt an effective course of action.
Prioritize and schedule work.
Maintain records and prepare reports.
Operated standard office and classroom equipment including a computer and assigned software.
Maintain consistent, punctual and regular attendance.
Move hands and fingers to operate a computer keyboard.
Hear and speak to exchange information.
See to read a variety of materials.

EDUCATION AND EXPERIENCE REQUIRED:
Any combination equivalent to: bachelor’s degree including courses needed to meet credential requirements and student teaching classroom experience.

LICENSES OR OTHER REQUIREMENTS:
Education Specialist Instruction Credential—Moderate/Severe Disabilities; or
Specialist Instructional Credential—Special Education/Severely Handicapped.

WORKING CONDITIONS: ENVIRONMENT: Office and classroom environment

TIME PERIOD: Position is full-time, 183 workdays

SALARY: Appropriate placement on the 183-day certificated salary schedule

DEADLINE: Open Until Filled

APPLICATION PROCEDURE:
Apply on-line at www.edjoin.org:
  Tracy Rasmussen, Director, Human Resources
  Tuolumne County Superintendent of Schools Office
  175 South Fairview Lane
  Sonora, CA 95370
  (209) 536-2011

The following items are required in order to be considered for this position:
  ✤ Letter of application outlining your interest in and qualifications for this position
  ✤ Completed on-line certificated application form
  ✤ Résumé of professional experience
  ✤ Three recent letters of recommendation
  ✤ Copy of credential(s)

05/2012

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TUOLUMNE COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
is an
AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER