



**Chileda Institute, Inc.
Job Description**

JOB TITLE: SPECIAL EDUCATION TEACHER

QUALIFICATIONS: Requires a minimum of a bachelor's degree in special education and a valid teaching license from the Wisconsin Department of Public Instruction (DPI).

- Must possess the ability and emotional stability to carry out all assigned duties.
- Must demonstrate behavioral skills and judgment conducive to role modeling appropriate skills for students.
- Employee must have full use of arms and legs, be able to stand for extended periods of time, and be able to walk and run as means of providing for student safety.
- Experience working with individuals with developmental disabilities is preferred.

HOURS OF DUTY: Hours are generally 7:45AM to 4:15PM, Monday – Friday. Additional hours of work may be required to fulfill job duties. This position is an exempt, benefited position requiring a minimum of 40 hours of work per week. Employee must be available for public and fund raising events held for the benefit of organization.

RESPONSIBLE TO: Primary: Principal/Director of Special Education
Secondary: Vice Principal

WORKERS SUPERVISED: Supervises direct care workers during assignment within teacher's designated classroom.

TYPICAL PHYSICAL DEMANDS: Must have auditory, verbal, and visual acuity to adequately perform essential functions. Fine and gross motor abilities must be adequate to perform essential functions. Must be able to reasonably perform essential functions without direct risk of substantial physical harm to self or others.

KNOWLEDGE AND DEMONSTRATED SKILLS: Knowledgeable of Individuals with Disabilities Education Act (IDEA) and Special Education Law. Able to effectively communicate, verbally and in writing, with colleagues, parents, and social workers. Knowledgeable of and able to implement the use of computers and other technological resources relevant to the field of special education. Utilize dignity and respect when interacting with individuals with developmental disabilities. Have a sound knowledge of developmental disabilities, particularly autism spectrum disorders, attachment disorders, cognitive challenges, and interfering behavior. Fluent in the application of evidenced-based strategies used within the field of Special Education.

POLICIES AND PROCEDURES: Will be familiar with Chilede Policy and Procedures and the Employee Handbook. Responsible for completing all **training as outlined on page two** prior to each 6 month/yearly evaluation. Maintain **proper teacher certification with the Wisconsin Department of Public Instruction (DPI)** and Chilede Institute.



Chileda Institute Special Education Teacher Training Requirements

Before Working With Students:

Orientation

- Policy & Procedures
- Client Group
- Mission
- Recognizing and Responding to Change of Condition

Classroom Orientation & Mentorship

- Day 1
 - With First Shift Supervisor:
 - Emergency Procedures
 - Standard Precautions
 - Is This Abuse?
 - With Administration
 - Job Responsibilities & Expectations
- Day 2
 - Paired with Teacher Mentor
 - Observe Mentor working in the Mentor's Classroom
 - Observe own classroom as sub teacher is working with Teacher Mentor and/or Administrator
- Day 3
 - Work in own classroom with a Mentor observing and supporting.

Attend One of the First Two Offerings of these Two Trainings:

- Orientation Follow-up**
 - Resident Rights Lv 1
 - Suicide Intervention
 - Attachment Basics
- CPI**

Complete the following training prior to your 90 day Administrative Mentor evaluation:

Self-Studies		
<input type="checkbox"/> Autism Intro <input type="checkbox"/> Augmentative Communication <input type="checkbox"/> Seizure/Epilepsy <input type="checkbox"/> TEACCH	<input type="checkbox"/> Sensory Awareness <input type="checkbox"/> Trauma Informed Care Part 1 <input type="checkbox"/> Love & Logic – Jim Fey Parent <input type="checkbox"/> Love & Logic – Sally Ogden Parent	<input type="checkbox"/> CPR & First Aid <input type="checkbox"/> CBRF Fire Safety <input type="checkbox"/> Sign Language 100

Completed by 6 Month Evaluation:

- Resident Rights Level 2**
- Sex Ed for D.D. Populations**
- Diversity Sensitivity**
- Trauma Informed Care Part**

Completed Annually by November 1st

- 24 hours of training each year.
- Residents Rights training (SPED Meeting)
- Standard Precautions (Self-Study)
- Emergency Procedures, Fire Safety & First Aid (SPED Meeting)
- CPI or CPI Re-certification Class (SPED Meeting)



SUMMARY OF POSITION: Responsible for the overall operation of assigned classroom, including student evaluation, and the design and implementation of Individualized Education Programs (IEPs). Provide overall direction and supervision of assigned classroom in coordination with the agency program initiative. Develop and implement viable and productive lesson plans and educational experiences for students within the framework of each student's assessed strengths and needs.

ESSENTIAL FUNCTIONS:

- Create weekly lesson plans using established techniques to differentiate instruction within learning themes to promote: communication, behavioral improvement, social skill development, functional life skills, individualized academic instruction, critical thinking and problem-solving, and small-group work. Seek opportunities to collaborate and team teaching.
- Develop and maintain an Individualized Education Program (IEP) for each special education student assigned to caseload. Monitor progress for quarterly and annual reviews, including a transition plan (for students aged 14+) outlining specific steps to prepare students with disabilities for daily life after graduation.
- Coordinate all reports, including teachers, specials, medical, and Case Manager, for IEP development. Insure the distribution of IEPs for students on case load to all internal and external parties.
- Act as Chiledda Case Manager for assigned Day School students, taking responsibility for the development and maintenance of the Positive Behavior Support Plan (PBSP), associated staff training, and data reporting.
- Actively communicate with all assigned students' parent or guardian and assigned residential students' Chiledda Case Manager.
- Document all agency specified data including data on behavioral frequencies, IEP goals and objectives, seizure activity, incident reports, emergency interventions.
- Consistent and competent implementation of various best practice techniques used within Chiledda including communication systems or programs, Nonviolent Crisis Intervention, TEACCH, The Ziggurat Model, The Incredible 5-point Scale, and social stories.
- Demonstrate professional communication skills while maintaining confidentiality in reporting progress. Model positive verbal/non-verbal communication at all times.
- Use technology appropriately in the Technology Center and classroom for instruction and IEP development.
- Maintain a safe and organized learning environment that promotes student learning. Incorporate components of a structured teaching environment.



- Attend all scheduled department meetings, case conferences for students on case load, and Core Team meetings, as appropriate.
- Act in a supervisory capacity for Program Assistants assigned to classroom, directing implementation of academic and behavioral programming as outlined in students' individual plans. Report and record areas of concern with the First Shift Manager.
- Accept all other duties as assigned by supervisor.

INTERACTIONS:

1. Must work collaboratively with all levels of staff positions to promote the therapeutic nature and philosophy of Chileda Institute.
2. Interacts and communicates with parents, referring agencies, school personnel, and with members of the public to develop a dynamic and student focused mutual relationship with all agencies.
3. Demonstrates strong ethic and practice in maintaining boundaries and confidentiality of employee personal and employment-related information.

OTHER:

1. Exhibits maturity, common sense and professionalism; demonstrates leadership, accountability and responsibility. Presents self as a role model to both students and staff.
2. Be knowledgeable of Chileda Institute's Policies and Procedures, Accreditation Standards, and actively support its Mission and Values.
3. Be prepared to accept duties as assigned by supervisor.

Teacher Name: _____(Print)

Teacher Signature:_____

Date:_____