

# The Howard County Public School System

## Job Analysis

**JOB TITLE: Special Education Teacher, Middle/High School Levels, Cedar Lane**

**DOT/O\*NET Code: 094.227-022/31311B**

### POSITION INFORMATION

**Summary of Duties:** The Special Education Teacher at the middle and high school levels at Cedar Lane School is responsible for planning and implementing activities, managing the classroom, monitoring students, and evaluating student outcomes. He or she is responsible for introducing and/or developing vocational and transition activities. Physical assistance is frequently required by the students, and may consist of assistance with ambulation, transfers, personal care, and use of therapeutic equipment. The Special Education Teacher, Cedar Lane, is responsible for attending Individualized Education Program (I.E.P.) meetings, and coordinating I.E.P. related activities with other members of the student evaluation team. He or she is responsible for communicating with all parties involved in the education of the student. The Special Education Teacher records and maintains student information. 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 cognitive, physical, social, and emotional development of the students.
- Attend I.E.P. meetings for each student; participate in the development of I.E.P. and transition goals.
- Prepare and implement lessons plans based on the I.E.P.'s of the students in the classroom; provide for appropriate learning experiences for each student.
- May participate in team teaching.
- Prepare instructional materials.
- Establish and enforce classroom rules of conduct; supervise students in a variety of school-related settings.
- Meet students at bus arrival, accompany students to the classroom, and accompany students to bus dismissal.
- Responsible for initiating (Middle School) and continuing (High School) vocational activities, such as sorting, shredding, recycling, folding laundry, and/or delivering items throughout the school building; some students may participate in a special project, such as working in a school store stocking shelves or participating in the procurement and sale of merchandise.
- Responsible for participating in the development of a transition plan for each student in his or her final year of Middle School (Middle School level), and continuing to plan for transition activities throughout High School (High School level).

- Focus on transition-related activities at the High School level; responsible for coordinating and monitoring student participation in an enclave program, if appropriate, and coordinating visits to adult care agencies.
- Communicate and coordinate activity with adult service agencies; assist students in the development of those skills required by adult service agencies, such as communication skills, self-advocacy skills, and the ability to make choices (High School level).
- Assist students with toileting, diapering, dressing, grooming, and/or feeding.
- Plan and implement community based activities on a regular (generally weekly) basis, plan and coordinate field trips following established procedures.
- Coordinate activities with other members of the evaluation team; reinforce therapy and use therapeutic equipment or sensory aids with direction provided by the therapist.
- Coordinate with Nursing Services for direction on feeding, agency services and other services.
- Provide direction to Special Education Paraeducators and Student Assistants.
- Coordinate inclusion and disability awareness activities with other schools, and ensure that all adaptive equipment is available and operable.
- Monitor and evaluate student outcomes.
- Maintain student records following established procedures and practices.
- Monitor use and care of equipment, materials, and facilities.
- Prepare interim progress reports and quarterly report cards.
- Prepare information sheets for participation in parent-teacher conferences.
- Communicate and interact with students, parents, staff, and the community.
- Attend planning meetings, team meetings, and staff meetings.
- Attend in-service trainings and county workshops.
- Provide instructional materials to home and hospital teachers.
- Prepare lesson plans and materials for substitute teachers; include class lists, and any special instructions related to each student's special needs.
- Create emergency lesson plans as required.
- Maintain regular, on-time, attendance.
- Accommodate visitors to the classroom.
- Knowledge of emergency plans for the school, such as lockdown procedures.
- Participate in fire drills, as required.
- May participate in student teacher/intern program.

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

- Hoyer Lift
- Hydraulic tables
- Grab bars
- Mats
- Wedges, bolsters, pillows
- Standers (supine and prone)
- Gait trainers
- Bicycles, wagons, scooters
- Walkers, braces, splints, wheelchairs
- Sitting stools; back jacks
- Communication aids

- Other therapeutic equipment or sensory aids
- Desktop and/or laptop computers
- Television; CD stereo/radio/cassette recorder, DVD
- LCD projectors
- Carts
- Sink, microwave, refrigerator
- Laminator
- Poster Maker
- Die Cut Machine
- Easel
- Chalkboard; chalk
- Bulletin Board
- Pointer
- Photocopier
- Timer
- Telephone
- Ladder or Stepping Stool
- Books
- Paper; Writing implements
- Tape, adhesive, thumb tacks
- Stapler
- Art supplies
- Magnets
- Storage Containers
- Overhead power cords
- Power scissors
- Walkie-talkies

***Products/Materials Handled:***

- Clothing, backpacks
- Diapers
- Towels, cloths, soap
- Personal care items
- Snacks, lunches, utensils
- Chairs or other classroom fixtures obstructing a student's path

**EDUCATIONAL/VOCATIONAL PREPARATION**

- Bachelor's Degree in a related field

**REQUIRED CERTIFICATES/LICENSES**

- Current Maryland Teaching Certification, Special Education
- Fulfill requirements to maintain certification
- Crisis Prevention Intervention training is offered
- Blood borne pathogen 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 techniques related to behavior modification and physical prompting.
- Familiarity with adult service agencies (High School).
- Understanding of different types of vocational activities, including enclave programs.
- 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 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 reinforce therapy and therapeutic positioning under the guidance of therapists.
- 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***

- Inside: 90%
- Outside: 10%

### ***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
- Mats
- Hydraulic tables
- Ground, cement and paved surfaces outside
- Wet surfaces in the area around the therapeutic swimming pool

**PHYSICAL REQUIREMENTS – Special Education Teacher, Middle/High School Levels, Cedar Lane**

**Non-Material Handling:**

	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 shift</i>	
Bend					X			Based on the needs of the students. Alternatives to bending may include sitting on a stool, squatting, and kneeling.
Squat					X			Usually for 30 to 60 seconds at a time; based on the needs of the students. Alternatives to squatting may include sitting on a stool, bending, and kneeling.
Kneel				X				Needed to assist some students. Alternatives to kneeling may include sitting on a stool, bending and squatting.
Crawl			X					Needed to assist some students.
Balance				X				Required to walk around objects on the classroom floor or uneven surfaces during outings and recess. Students need to be assisted or followed and quick body movements are needed in response to a child's movements and activity.
Reach Above Shoulder			X					May be needed to retrieve supplies or equipment.
Sit					X--X			Needed intermittently throughout the day. May work from a roller stool with or without back support.
Stand					X--X			Usually combined with intermittent walking or position changes throughout the day.
Walk					X--X			Required intermittently for most of the work day on successive days. Usually for brief periods alternating with position changes.
Running		X						Usually not required. May be needed for brief periods to supervise and retrieve some students.
Alternate Sit/Stand					X--X			Sometimes needed throughout the day, alternating with a variety of position changes.
Hand Dexterity						X		Needed for: student toileting and changing, teaching materials, adaptive equipment setup and operation; using pages, files, keyboard, pen and paper; and for handling a variety of small, medium and large size objects.
Hand Controls Arm and Body				X				Needs to operate wheelchair or equipment controls, and for hand-over-hand guidance during instruction. Needs to be able to respond quickly to defend from uncontrolled student extremity flailing (as in defensive martial arts skills)
Foot Controls		X						May need to operate equipment with a student.
Stair Climb		X						May be needed during outings.
Ladder Climb		X						May need to climb a step ladder to set up classroom
Driving		X						May be needed for driving to meetings

**Material Handling:**

'+' indicates the usually rare occurrence when the safety of students and staff requires the physical restraining of an out-of-control student.

	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		
Lift Floor to Knuckle		50+	50	25	--	--		Needed to assist in <u>team lifting</u> a student or supporting for transfers, toileting, ambulation activities, changing for pool; due to physical impairment and/or aberrant behavior with un-responsiveness to instruction.
10 in. to Knuckle		50+	50	35	15	--		
Knuckle to Shoulder			30	25	10	--		
Shoulder to Overhead			10	--	--	--		May be needed to retrieve and store equipment or supplies.
Push		50+	40	30	15	5		As in Lifting above. Sustained effort needed for extremity bracing when working with students with high muscle tone.
Pull		50+	40	30	15	5		
Carry		50+	50	25	--	--		Needed to <u>team carry</u> a student.

**JOB ANALYSIS REVIEW**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Howard County Public School System

\_\_\_\_\_  
Date

**JOB ANALYSIS PREPARATION**

Nancy Forest, M.A. 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