



Brunswick County Public Schools

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-Educating Students Inspiring Success Improving Tomorrow-

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HIGH SCHOOL SPECIAL EDUCATION TEACHER JOB DESCRIPTION

POSITION TITLE: CORE AREA SUBJECTS (ENGLISH, HISTORY, MATH, SCIENCE, CAREER AND TECHNICAL EDUCATION, AND ELECTIVE COURSES)

CONTRACT YEAR: 12 – MONTH TEACHER CONTRACT

SALARY: TEACHER SCALE COMMENSURATE WITH EXPERIENCE

DEPARTMENT: BRUNSWICK HIGH SCHOOL

START DATE: AUGUST 1

Job Description: The candidate for this position will prepare and deliver lessons that emphasize differentiated strategies and activities to promote the skill development for identified students. The candidate for this position works with a caseload of students to identify and develop individualized goals and accommodations to support the delivery of curriculum for students in specific subject areas in grades 9 through 12. This candidate will be responsible for teaching/co-teaching one to two subjects within that content area depending on documented certifications. This candidate will deliver lessons to different classes of students throughout the day. The candidate will develop weekly lesson plans, assess student performance and progress, meet with administrators and parents as needed, and tutor students who need extra support in a given subject area.

Direct Accountability and Report: Works under the supervision of the high school principal, who is responsible for carrying out the guidance and direction of Brunswick High School. An annual evaluation will be based upon the job description, district and personal goals and objectives specific to the school or the position, student achievement data, and the performance of the teacher.

QUALIFICATIONS

EDUCATION	<ul style="list-style-type: none"> • Bachelor Degree from an accredited institution in the content area for the position applied. • Holds a Virginia Provisional, Collegiate or Postgraduate Professional License in a specific content area applied.
EXPERIENCE	<ul style="list-style-type: none"> • Minimum of three (3) years of successful, full-time teaching experience preferred.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

Duties of the classroom teacher include, but are not limited to, the following:

PROFESSIONAL KNOWLEDGE: *The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

INSTRUCTIONAL PLANNING: *The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.*

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

INSTRUCTIONAL DELIVERY: *The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills. Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

ASSESSMENT OF AND FOR STUDENT LEARNING: *The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.*

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

LEARNING ENVIRONMENT: *The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs. Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

PROFESSIONALISM: *The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.*

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school and division policies, and ethical guidelines. Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication

STUDENT ACADEMIC PROGRESS: *The work of the teacher results in acceptable, measurable, and appropriate student academic progress.*

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

SPECIAL EDUCATION SERVICES: *The special education teacher will demonstrate understanding of medical aspects for the mentally and learning disabled and their implication for instruction. The special education teacher will also use resources and techniques needed to integrate and plan accommodations for the mentally disabled and those with learning disabilities into a non-restrictive environment.*

- Serve as a member of an interdisciplinary team whose purpose is to provide appropriate educational programs for disabled students.
- Serve as the Child Study Chair for all grade levels taught.
- Assist in developing short and long range goals for the student's Individualized Education Plan (IEP).
- Work cooperatively with classroom teachers who have Special Education students in regular classes by interpreting the abilities and disabilities of these students and to assist students with regular class assignments.
- Maintain ongoing records of student performance in order to evaluate progress in a prompt, accurate, and timely manner.
- Conduct an annual review and update short term objectives in a prompt, accurate, and timely manner.
- Hold periodic parent conferences and/or home visits.

Brunswick County Public Schools is committed to a policy of non-discrimination based upon race, color, national origin, religion, sex, disability, and age in administration of any of its educational programs, activities, or with respect to employment.

Inquiries should be directed to Brunswick County Public Schools, Personnel Department, 1718 Farmer's Field Road, Lawrenceville, Virginia 23868. Telephone: (434)848-3138 Ext. 4003.

Please see the full job description at www.brunswickcps.org or contact Amy Clary at 434-848-3138.