

**Job Description**  
**Part-Time Employee**  
**Special Education Teacher**

**Background**

In 1976, the Mothers of Many, in collaboration with the Black Belt Arts & Cultural Center, invested their time and treasure in the idea that all children deserve the best available education. McRae-Gaines Learning Center (MGLC) was founded in 1978 by the Mothers of Many to provide quality childcare and education for children of all backgrounds, in a safe and nurturing environment that builds life-long love of learning and fosters a child's individual success in partnership with their families, the community, and our supporters.

Our Board of Directors is a group of community leaders committed to the mission of the school “to provide quality education for every child, from the least to the greatest.”

Today the McRae-Gaines Learning Center serves children from 12 months-old through Second Grade.

**Mission**

The mission of MGLC is to provide quality education for children of all backgrounds, ages 12-months through eight-years-old, in a safe and nurturing environment that builds life-long love of learning and fosters a child's individual success in partnership with their families, community and stakeholders.

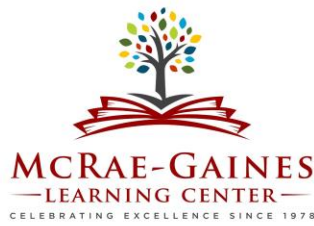
**Vision**

The Vision of MGLC is to provide the most comprehensive childcare, pre-school and preparatory education for its children and their families, and to impact the community of Selma, Alabama and Dallas County in a positive way. MGLC strives to instill in its students the importance of education and community service.

**Introduction**

With the increase in children with developmental disabilities enrolled at MGLC over the past seven to eight years, the staff and Board have committed to investing in innovative instruction and providing wrap-around family support. The intention is to begin with the children currently enrolled and as funding and staffing resources increase, to create a unique service to Selma and Dallas County.

This position is designed to serve as a part-time role during the initial funding period of \_\_\_\_\_ to \_\_\_\_\_ 2023.



## **Job Goal**

To provide an educational environment in which students with special needs or developmental disabilities succeed academically, socially, and physically in accordance with McRae-Gaines Learning Center's philosophy, goals, and objectives.

### **Supervisor**

School Director

### **Supervises**

There are currently no direct reports for this role. However, as additional special education staff are hired internally, such as paraprofessionals, these employees will report to this role. Additionally, all oversight of special education service providers are managed by this role.

### **Education and Experience**

Bachelors degree in Special Education required; Masters degree preferred or, Special Education Certification.  
Valid Alabama teaching license.  
Required Background Clearance

## **Duties and Responsibilities**

### *RTI*

- Implements a Response to Intervention Process as a multi-tier approach to identify students with learning and behavior needs early.

### *Professional Development*

- Provides 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.

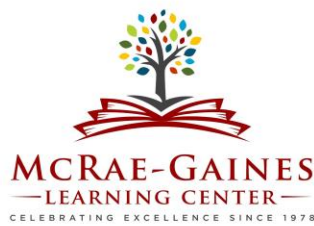
**MCRAE-GAINES**  
—LEARNING CENTER—  
CELEBRATING EXCELLENCE SINCE 1978

*Evaluations & Placement*

- Assesses students' needs for transition and related services.
- Participates in the development of students' individual education plans (IEPs) as a member of the IEP team.
- Implements the students' IEPs.
- Schedules and participates in IEP meetings.
- Creates or selects long-range instructional plans based on a review of system and state curriculum priorities, student IEPs and instructional priorities.
- Consults with parents, teachers and administrators in matters pertaining to the education of exceptional children.
- Monitors student participation in regular education programs as appropriate, collaborating with regular education teachers and other school system personnel to maximize student progress, and providing assistance and/or specialized materials or lesson modifications as needed.
- Identifies specific intended learning outcomes that are challenging, meaningful and measurable.
- Interprets and uses data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
- Uses ongoing assessment to monitor student progress, to verify that learning is occurring and to adjust curriculum and instruction.
- Maintains appropriate confidentiality regarding /student/school/workplace matters.

*Academic Instructional Support*

- Ensures equitable practices are in place for gifted education identification.
- Defines goals and objectives for long-range instructional, departmental, grade level and daily lesson plans
- Employs a variety of instructional strategies and techniques consistent with the individual needs and capabilities of students.
- Selects, develops, modifies and/or adapts materials and resources which support learning objectives and address students' special needs.
- Supports the development of a comprehensive curriculum that is aligned to state/national standards and a scope of services that help make the curriculum accessible to all students, in cooperation with staff and district administration.
- Maintains appropriate student supervision so that students have a safe and orderly environment in which to learn.
- Assists in managing student behavior to include crisis intervention when needed, including restraining disruptive or physically dangerous students within the guidelines of Crisis Intervention and Prevention (CPI) training.
- Creates a learning climate that is challenging yet non-threatening.
- Properly uses and cares for equipment and material resources of the school system and effectively supervises and monitors students in the care, maintenance, and use of tools, equipment, and inventory.



### *Special Education Reporting and Other Federal, State and Local Requirements*

- Develop and implement Child Find procedures to ensure that children who need special education services are identified, located and evaluated
- Reviews and coordinates all due process, mediation and other compliance processes to ensure legal standards are met.
- Reports potential problems, unusual events, or work irregularities to appropriate administrative or supervisory personnel.
- Maintains and submits reports, records, and correspondence in a timely and accurate manner.

### *Family and Community Outreach*

- Advocates acceptance of, and provision of services for, students with disabilities.
- Coordinates activities with mental health agencies, hospitals, and other community agencies which directly involves SPED students and/or programs.
- Works effectively and collaboratively with peers, parents, administrators, and other school system staff to maximize student achievement.
- Communicates, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents and professional colleagues who need access to the information.
- Responds to inquiries, requests, constructive feedback, concerns and/or complaints in a timely and positive manner.

### *Personnel Policies*

- Reports absences and takes leave in accordance with Board policies and procedures.
- Performs any other job-related duties as assigned by the Director or immediate supervisor.

### *Required Skills/Abilities*

- Effective interpersonal skills, with an emphasis on communication and collaboration with a wide variety of people and groups.
- Ability to develop and implement curriculum and programming specific to the needs of assigned students.
- Ability to identify and solve problems as a productive team member.
- Ability to use technology to communicate, to plan and provide instruction, to facilitate student learning, to manage data, and to produce/submit required reports, correspondence, and/or financial information.

- Ability to stand, walk, stoop, assist with student toileting and specific hygiene needs.
- Ability to transfer students, feed students, and provide physical intervention when required.
- Ability to be punctual and in regular attendance.



### **Terms of Employment**

          -month position in accordance with Board approved salary schedule.

### **Evaluation**

Performance of this job will be evaluated in accordance with provisions of the State Department of Education and/or McRae-Gaines Learning Center's policy on evaluation of certified personnel.