



CANNON VALLEY Special Education Cooperative

Lead Teacher, STEP POSITION DESCRIPTION

SECTION I: GENERAL INFORMATION

Position Title: Lead Teacher, STEP

Immediate Supervisor's Position Title: Program Coordinator/Executive Director

Job Summary: Under the direction of the Program Coordinator, the Lead Teacher assists in managing the STEP program, including the coordination and implementation of educational programming. This is an additional assignment/duty to the Special Education Teacher job description. The Lead Teacher promotes a positive climate for learning, including the effective implementation of all related Cooperative Board policies. The Lead Teacher coordinates students' schedules, activities, and learning opportunities and collaborates with all staff in developing appropriate and effective education programs. The Lead Teacher performs other duties of comparable level or type as required. The Lead Teacher will act as a member of IEP and PLC teams, will coach and train teachers in the use of interventions for students, and will assist with student behavior in and out of the classroom.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Assists in the development and management of instructional programs and Cooperative initiatives at the discretion of the Coordinator.
Percent of Time:		

Tasks involved in fulfilling above duty/responsibility:

- Coordination of students' learning schedules, activities, and learning opportunities.
- Collaborates with all staff in developing appropriate and effective educational programs.
- Collaborates daily with personnel and makes needed changes to personnel schedules.
- Manages and schedules Educational Assistants.
- Supervises and coordinates lunch and busing issues.
- Provides a positive climate for learning, including the effective implementation of all related Cooperative Board policies regarding student achievement and conduct.
- Assists in creating and revising master schedules.
- Manages caseload assignments.
- Coordinates student intake meetings.
- Facilitates and attends crisis meetings, including use of restrictive procedures.

Duty/Responsibility No:	2	Statement of duty/responsibility:
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Percent of Time:		Coaches and mentors teachers and support staff.
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Tasks involved in fulfilling above duty/responsibility:

- Leads training of staff related to best practices in behavioral management strategies, Due Process, instructional strategies, and interventions.
- Models and provides ongoing coaching and mentoring of new behavioral management and/or intervention techniques, when appropriate.
- Provides coaching on Due Process paperwork, processes, lesson planning, and instructional practices.
- Coaches staff to utilize data to inform programing decisions and planning for student successes.
- Mentors and coaches staff on professionalism, including communication with students, staff, parents, member district administrators, and other educational professionals.

Duty/Responsibility No:	3	Statement of duty/responsibility: Active team membership.
Percent of Time:		

Tasks involved in fulfilling above duty/responsibility:

- Participates in IEP and PLC meetings.
- Acts as a District representative at IEP meetings.
- Mentors and coaches staff on the process of collecting and charting data that allows for development, progress monitoring, and evaluation of scientifically-based social, emotional, and behavioral interventions.
- Provides IEP and PLC teams with coaching and mentoring on Due Process procedures including progress reporting and IEPs.
- Collaborates with member districts and service providers/agencies.
- Provides oversight and supervision for MA data collecting and billing.

Duty/Responsibility No:	4	Statement of duty/responsibility: Other duties as assigned.
Percent of Time:		

Tasks involved in fulfilling above duty/responsibility:

- Other duties of comparable level, as required.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

REQUIRED EDUCATION/TRAINING (choose one)	DEGREE INFORMATION: Bachelor's or Master's Degree
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	Less than high school diploma	<p>Major field of study or degree emphasis:</p> <ul style="list-style-type: none"> • K-12 Minnesota Special Education licensure, Master's degree, and administrative coursework preferred. • Three or more years successfully teaching Special Education or providing related Special Education services, including secondary and transition services.
	High school diploma or GED	<p>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</p> <ul style="list-style-type: none"> • Current knowledge of Special Education laws, rules, and regulations, and Cooperative policies and procedures. The ability to apply these to help ensure compliance. • Knowledge of IEP due process, Positive Behavior Support Plans, and assessments. • Knowledge of child development theories and developmental stages and needs. • Knowledge of instructional strategies, techniques, and interventions related to the job assignments. • Understanding of office equipment and software used by the Cooperative to maintain records and files (i.e. word processing software, student records database). • Knowledge of instructional technologies and software, equipment and tools and devices used in presenting instruction, documenting assessments, student progress, or other classroom administrative requirements of the Cooperative. • Ability to skillfully communicate, both orally and in writing. • Knowledge of Safety-Care Crisis Prevention Management. • Knowledge of coaching staff members and providing oversight for Educational Assistants or Behavior Interventionists.
	1 year of college	
	2 years of college	
	3 years of college	
X	4 years of college	
	1st year graduate level	
	2nd year graduate level	
	Doctorate level	

INDIRECT SUPERVISION:	
Number of Employees indirectly supervised:	Total: 18-25

<p>HAZARDOUS WORKING CONDITIONS:</p> <p>The essential duties of the work are performed under various physical hazards or environmental conditions</p>	<p>Duties are generally performed in a Special Education setting where there is minimal environmental hazard and risks associated with performing the requirements of the work. The duties of the job may involve some disagreeable human contact or interactions.</p>
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34 - 66% Frequently	66 - 100% Continuously
Stand			X	
Walk			X	
Sit			X	
Use hands dexterously				X
Reach with hands and arms				X
climb or balance		X		
Stoop/kneel/crouch or crawl		X		
Talk or hear				X
Taste or smell		X		
Lift & Carry-up to 10 pounds				X
Lift & Carry-up to 25 pounds		X		
Lift & Carry-up to 50 pounds		X		
Lift & Carry-up to 75 pounds		X		
Lift & Carry-up to 100 pounds	X			
Lift & Carry > 100 pounds	X			

The above statements are intended to describe the general nature and work being performed by the employee assigned to the position. They are not construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

The Cannon Valley Special Education Cooperative is an equal opportunity employer. In compliance with the Americans with Disabilities Act (ADA), the Cooperative will provide reasonable accommodations to qualify individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the Cooperative when necessary.