



JOB DESCRIPTION

POSITION: Floating Special Education Teacher

REPORTS TO: Principal, Assistant Principal, and Director of Student Support Services.

QUALIFICATIONS

The ideal candidate will:

- Be "highly qualified" in accordance with the No Child Left Behind Act of 2001 and have: a Masters Degree in Special Education and certification in Special Education; or a Bachelors Degree and certification in Special Education.
- Have 1 to 2 years of successful classroom teaching experience in an urban school setting. 2 or more years of teaching experience is preferred.
- Demonstrate an advanced understanding of instructional strategies for students with autism, developmental delay, specific learning disabilities, and behavior disorders.
- Be a strong classroom manager and team leader.
- Demonstrate strong skills in partnering with families.
- Demonstrate excellent oral and written communication skills and the ability to communicate effectively with a diverse group of colleagues, parents, families, and community members.
- Be committed to meeting the needs of a diverse student population.
- Have a track record of being a team player and community minded.
- Be committed to their own learning.
- Have excellent time-management skills, attention to detail, and ability to work independently.
- Have a passion for urban public schools.
- Adhere to a high level of professional and ethical standards.

RESPONSIBILITIES INCLUDE:

- Providing high quality direct specialized instruction to students according to students' IEPs/504 plans.
- Developing IEPs/504 plans that are strength-based as well as child and family centered for overall educational improvement.
- Planning and implementing specialized instruction services using the school's curriculum (i.e. High Reach, Everyday Math, and Handwriting without Tears, Readers and Writers Workshop, Math in Focus, FOSS, Social Studies Alive, and Second Step). Ensure the program of instruction meets the individual students' goals and objectives on their IEP/504 plans and is aligned with Common Core Standards.
- Collaborating with classroom teacher to implement student's IEP/504 plan. This includes planning for: classroom environment, adapting and modifying curriculum, managing classroom behaviors, and connecting with parents and family members.
- Modifying and administering classroom-based and school-wide assessments to document student's progress.
- Developing a system to regularly collect all specialized instruction data towards IEP/504 plan goals.
- Writing quarterly progress reports (IEP progress reports and curriculum progress reports).
- Collaborating with related service providers, special education coordinator, curriculum coordinator, ELL teacher, and students' parents to plan for student needs and to ensure skills are generalized across settings.
- Facilitate a collaborative relationship with classroom teachers, assistant teachers, and dedicated aides to support students' needs and ensure IEP is being implemented with fidelity.

- Implementing and maintaining students' Functional Communication Protocols and Behavioral Intervention Protocols to respond to students' behavior appropriately and successfully.
- Participating in eligibility and annual IEP/504 plan meetings by presenting information, completing essential paperwork, and assisting with note taking.
- Managing a detailed log of services provided and services missed due to student or teacher absences.
- Writing lesson plans outlining scope of work with students and submitting lesson plans on a monthly basis.
- Participating in parent teacher conferences
- Co-facilitating 2 parent events.
- Collaborating with curriculum coach to plan orientation and professional development sessions.
- Conducting and writing educational assessments.
- Receiving EasyIEP trainer training and serving as a resource to others in using EasyIEP.
- Maintaining specialized instruction supplies
- Serving as a member of school Educational Leadership Team
- Support the creation of a classroom culture and environment that develops and nurtures the emotional, cognitive and social abilities of the students.
- Engaging parents and families in their student's learning and acting as an ambassador for the school in the community.
- Contributing productively to the school as a whole.
- Attending and participating in school events outside of regular school hours.
- Other duties as assigned.

SALARY & BENEFITS

Salary is based on educational level, certification(s), and years of experience. Employees will be contracted yearly. Contracts will be renewed according to evaluations and staff interest. Health benefits (medical & dental), disability insurance, and a retirement plan: 401-(k) or the continuation of the DCPS retirement plan.

HOW TO APPLY

Submit a cover letter and resume via email (jobs@bridgespcs.org) addressed to Keesha Blythe, Director of Student Support Services.

Bridges Public Charter School
 1250 Taylor St. NW
 Washington, DC 20011
 Fax (202) 545 - 0517

Emails submission should include in the subject line: "Floating Special Education Teacher "

To ensure safety for all students, all staff members may be fingerprinted. Background checks will be conducted on all school staff prior to their service as employees. Bridges is an equal opportunity employer. We evaluate all applicants without unlawful consideration of race, religion, age, color, sex, national origin, disability, veteran status, sexual orientation, or any other basis prohibited by applicable law.

Spanish-speakers and persons of color are strongly encouraged to apply.