

PINELLAS COUNTY SCHOOL BOARD  
FLORIDA

Instructional

FLSA: Exempt

**TEACHER**  
**(Titles for Exceptional Student Education)**

PCSB: 2160	Teacher, Varying Exceptionality (VE)
2160	Teacher, Varying Exceptionality (VE) – Early Intervening Services
2160	Teacher, Varying Exceptionality (VE) – Transition Services
2160	Teacher, Varying Exceptionality (VE) – Private School Services
2010	Teacher, Independent Varying Exceptionality (IVE)
2020	Teacher, Supported Varying Exceptionality (SVE)
2150	Teacher, Participatory Varying Exceptionality (PVE)
2100	Teacher, Emotional/Behavioral Disability (EBD)
2130	Teacher, Gifted (G)
2140	Teacher, Hospital/Homebound (HH)
2151	Teacher, Autism Spectrum Disorder (ASD)
2061	Teacher, Deaf/Hard of Hearing (DHH)
2080	Teacher, Visually Impaired (VI)
2070	Teacher, Visually Impaired/Orientation and Mobility (VI/O&M)
2222	Teacher, PreK, Varying Exceptionality (PK/VE)
2224	Teacher, PreK, Supported Varying Exceptionality (PK/SVE)
2225	Teacher, PreK, Participatory Varying Exceptionality (PK/PVE)
2226	Teacher, PreK, Emotional/Behavioral Disability (PK/EBD)
2227	Teacher, PreK, Autism Spectrum Disorder (PK/ASD)
2228	Teacher, PreK, Language Impaired (PK/LI)
2229	Teacher, PreK, Speech Impaired (PK/SI)
2230	Teacher, PreK, Deaf/Hard of Hearing (PK/DHH)

**MAJOR FUNCTION:**

Responsible for the educational leadership of students placed in exceptional education programs, including gifted students and students with disabilities. This position encompasses the three standards included in Teacher Professional Expectations in School Board Policy, which are high student achievement, safe learning environment, and effective and efficient operations.

**DUTIES AND RESPONSIBILITIES:**

- Demonstrates Teacher Professional Expectations as defined in School Board Policy.
- Develops appropriate Individual Educational Plans (IEPs), Gifted Educational Plans (EPs) or Progress Monitoring Plans (PMPs) including determining present levels of performance, annual goals, and benchmarks or short-term objectives.
- Collects student performance data for progress monitoring and reports student progress toward IEP/EP goals.
- Supports general education teachers in implementing appropriate accommodations or enrichment/acceleration strategies.
- Schedules and conducts IEP/EP meetings with parents and appropriate school and agency personnel. Completes matrix of services if required.
- Maintains case manager records.
- Regularly reviews and provides updated information for the Student Information System.

## **TEACHER (TITLES FOR EXCEPTIONAL STUDENT EDUCATION)**

### **DUTIES AND RESPONSIBILITIES (Continued):**

- Reports Full Time Equivalency (FTE) accurately.
- Participates in eligibility determination meetings.
- Serves as Local Education Agency (LEA) Representative, if designated by administrator.
- Participates in Professional Development activities relating to performing job responsibilities.
- Performs other related duties as assigned.

#### For Students with Disabilities:

- Demonstrates knowledge of Individuals with Disabilities Education Act (IDEA) and implements all requirements.
- Demonstrates knowledge of Access Points for Sunshine State Standards and Alternate Assessment.
- Plans and delivers instruction designed to assist students with disabilities in mastering SDSSS.
- Assists in the development of appropriate interventions for students suspected of having a disability.
- Participates in developing Problem Solving Worksheets (PSWs) and Functional Behavior Assessments (FBAs) Participates in Manifestation Determination meetings.
- Supervises teacher assistant in providing instruction for students, as required.

#### For Secondary:

- Provides transition planning for students with disabilities.

#### For Varying Exceptionality (VE) – Early Intervening Services (EIS):

In addition to provision of services to students with disabilities,

- Assists with development of Problem Solving Worksheets.
- Provides Tier 2 and 3 interventions to identified students.
- Provides progress monitoring for identified students.
- Communicates information to be entered into Student Information System.
- Serves students in both inclusive and 'pull out' settings, as appropriate.

#### For Varying Exceptionality (VE) – Transition Services:

- Supports schools in provision of required transition services for students with disabilities
- Provides staff training related to transition assessments, IEPs, portfolios, task analysis, and transition services
- Assists with the development and implementation of Community Based Instruction sites
- Assists with task analysis, as needed.
- Conducts liaison activities with community agencies.

#### Teacher, Varying Exceptionality (VE) – Private School Services:

- Assists in the development of Service Plans for parentally placed private school students with disabilities.
- Attends/conducts Service Plan meetings.
- Provides services to parentally placed private school students with disabilities at private school

## TEACHER (TITLES FOR EXCEPTIONAL STUDENT EDUCATION)

### **MINIMUM QUALIFICATIONS:**

Bachelor's degree from a fully accredited college or university. Possession of, or eligibility for, a Florida Educators certificate required by the Florida Department of Education. This includes both certification in the appropriate exceptional student area(s) and any content certification required by No Child Left Behind (NCLB).

<u>Title:</u>	<u>Certification, per FL DOE:</u>
ESE Teacher, VE	ESE (or VE, EH, Emotional Disturbance, MH, MR or SLD)
ESE Teacher, Independent VE	ESE (or VE, EH, Emotional Disturbance, MH, MR or SLD)
ESE Teacher, Supported VE	ESE (or VE, EH, Emotional Disturbance, MH, MR or SLD)
ESE Teacher, Participatory VE	ESE (or VE, MH, MR) (with profoundly handicapped endorsement in 2011)
ESE Teacher, Emotional/Behavioral Disabilities	ESE (or VE, EH or ED)
ESE Teacher, Gifted	Gifted endorsement, with content certification
ESE Teacher, Hospital/Homebound	Varies
ESE Teacher, Autism Spectrum Disorder	ESE (or MR, ED, MH, EH, VE); (with autism endorsement in 2011)
ESE Teacher, Deaf/Hard of Hearing	Hearing Disabilities or Hearing Impaired
ESE Teacher, Visually Impaired	Visually Disabilities or Visually Impaired
ESE Teacher, VI/Orientation and Mobility	Visually Impaired, with Orientation & Mobility endorsement
ESE Teacher, PreK, Varying Exceptionality	Any ESE, early childhood, or primary education (with PreK endorsement in 2011)
ESE Teacher, PreK, Independent VE	Any ESE, early childhood, or primary education (with PreK endorsement in 2011)
ESE Teacher, PreK, Supported VE	Any ESE, early childhood, or primary education (with PreK endorsement in 2011)
ESE Teacher, PreK, Participatory VE	Any ESE or early childhood, (with profoundly handicapped endorsement in 2011)
ESE Teacher, PreK, Emotional/Behavioral Disabilities	Any ESE, early childhood, or primary education (with PreK endorsement in 2011)
ESE Teacher, PreK, Autism Spectrum Disorder	Any ESE or early childhood, (with autism endorsement in 2011)
ESE Teacher, PreK, Language Impaired	Speech language
ESE Teacher, PreK, Speech Impaired	Speech language
ESE Teacher, PreK, Deaf/Hard of Hearing	Hearing Impaired

### **Preferred:**

2160 Teacher, Varying Exceptionality (VE) – Early Intervening Services (EIS): Expertise/experience with Response to Intervention and Progress Monitoring; Elementary education certification

2160 Teacher, Varying Exceptionality (VE) – Transition Services: Expertise/experience with all transition requirements: assessments, IEPs, portfolios, and services

2160 Teacher, Varying Exceptionality (VE) – Private School Services: Expertise/experience with Service Plans and knowledge of services provided to Parentally Placed Private School Students with Disabilities

ISSUED: 7/06; REVISED: D& Rs, PQs, 5/08 RAS; EFF 7/01/09

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

**TEACHER (TITLES FOR EXCEPTIONAL STUDENT EDUCATION)**

<b><u>WORKING CONDITIONS &amp; PHYSICAL EFFORT:</u></b>	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds				X	
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds				X	
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time				X	
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects		X			
19. Proofreading and checking documents for accuracy					X
20. Using a keyboard to enter and transform words or data					X
21. Using a video display terminal					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Teacher (Assorted Titles for Exceptional Student Education) – INS