



**RESIG POST OFFER/PRE-PLACEMENT PROGRAM**  
**JOB ANALYSIS**

<b>Job Title:</b>	<b>Special Education Teacher</b>	<b>Department:</b>	Special Education
<b>District:</b>	Sonoma County Schools		
<b>Address:</b>			
<b>Shift:</b>	Days	<b>Hours Per Shift:</b>	8 hours
<b>Overtime:</b>	Rarely	<b>Hours Per Week</b>	40 hours

**General Job Summary**

Provides students who are disabled with an instructional program designed to meet the needs of students with severe disabilities and/or health issues.

**Organizational Relationships**

<b>Supervision Given:</b>	Employee does not provide any direct, formal supervision but provides oversight to teaching assistants.
<b>Supervision Received:</b>	Employee receives direct supervision from Principal or program director

**Essential Job Functions**

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management's right to assign or reassign duties and responsibilities for this job.

Frequency	Function
Daily	Creates and writes lesson plans in preparation of educating students. Develops and writes reports as needed.
Daily	Provides teaching and education to students through lectures, classroom activities, group projects and other teaching methods as needed.
Daily	Creates and writes goals for students and writes progress reports. Monitors student's progress.
Daily	Reviews and assesses papers, projects, and assignments turned in by students.
Daily	Ensures readiness of classroom for students by posting visual aids/instruction information, decorating room, rearranging furniture as needed.
Daily	Conducts teacher-parent conferences, communicates disciplinary action with parents.
Daily	Sends required paperwork by mail to parents as necessary
Daily	Develops transition plans to move students to targeted activities.
Daily	Works with peers to communicate ideas and develop lesson plans and teaching methods.
Daily	Attends professional development and continuing education events as assigned.
Daily	Attends and participates in staff meetings.
Daily	Creates and reviews individual student education plans. Manages, maintains, and reports on plans as needed.
Daily	Performs other duties as assigned.

**Non-Essential Functions**

None

## Job Qualifications

<b>Education:</b>	BA Degree
<b>Experience:</b>	Based on applicants' credentials
<b>License/Certification</b>	Must have teaching credential and pass background check

## Knowledge

- **Clerical** - Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
- **Computers and Electronics** - Knowledge of computer hardware and software, including applications and programming.
- **Customer and Personal Service** - Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
- **Education and Training** - Knowledge of principals and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **Psychology** - Knowledge of human behavior and performance.
- **Math and Science** - Knowledge of basic math and science.
- **English Language** - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

## Skills

- **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Active Listening** — Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Attention to Detail** — Maintaining appropriate attention to detail based on the complexity of work performed.
- **Communication and Comprehension** — Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
- **Complex Problem Solving** – Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Computer Programming** – Writing and modifying computer programs for various purposes.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Mathematics** — Using mathematics to solve problems.
- **Service Orientation** — Actively looking for ways to help people.
- **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- **Time Management** — Managing one's own time and the time of others.

## Abilities

- **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Operating Equipment**- Operate appliances and equipment found in school cafeterias.
- **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
- **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information.

## Physical Demands

Never (N)	Not Required
Rare (R)	Less than 10% of the shift
Occasional (O)	Up to 33% of the shift
Frequent (F)	Up to 66% of the shift
Constant (C)	Over 66% of the shift

## Lifting

Weight Range	Frequency					Examples of Items Lifted	Height Lifted	Item Weighed	
	N	R	O	F	C			Y	N
0 – 10 lbs				X		Phone, school supplies, papers, ream of paper, books	1-6'	Y	
11 – 25 lbs			X			Tables, chairs, lifting of children as needed			
26 – 50 lbs			X			Tables, chairs, lifting of children as needed			
51 – 75 lbs				X		With assistance			
76 – 100 lbs				X		With assistance			
Over 100 lbs		X				With assistance			
Heaviest Item Lifted		X				Lifting/restraining of children as needed with assistance.	1-5'	Y	

Notes regarding items weighed (if any): None

## Carrying

Weight Range	Frequency					Examples of Items Carried	Distance Carried	Item Weighed	
	N	R	O	F	C			Y	N
0 – 10 lbs				X		Phone, school supplies, papers, ream of paper, books	1-50'	Y	
11 – 25 lbs			X			Tables, chairs, equipment	1-20'	Y	
26 – 50 lbs			X			Tables, chairs, equipment			
51 – 75 lbs			X			With assistance			
76 – 100 lbs			X			With assistance			
Over 100 lbs		X				With assistance			
Heaviest Item Carried		X				Tables, chairs, student assistive devices, wheelchairs with assistance.	1-20'	Y	

Notes regarding items weighed (if any):

- Physically restraining students
- Maneuvering students and equipment in awkward positions and narrow bus aisles.
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Category	Frequency					Surface(s)	Activity
	N	R	O	F	C		
Sitting			X			Office chair, padded, adjustable, swivel, wheeled	Computer/office functions, providing teaching/education, assessing paper/assignments
Walking				X		Carpet, concrete, may have to run on rare occasions	Providing teaching/education, gathering supplies, bus/yard duties
Standing				X		Carpet	Providing teaching/education, operating office equipment

Category	Frequency					Activity
	N	R	O	F	C	
Bending (Neck)				X		Observing work documents
Bending (Waist)				X		Reaching low drawers/shelves
Twisting (Neck)			X			Observing surroundings, supervising classroom
Twisting (Waist)			X			Accessing supplies/books, supervising classroom
Squatting		X				As an alternative to bending
Climbing		X				Stairs, step stool
Kneeling			X			Communicating with children
Crawling		X				
Pushing/Pulling (Dominant hand)				X	X	Drawers/doors, wheelchair
Pushing Pulling (Non-Dominant hand)				X	X	Drawers/doors, wheelchair
Reaching – Above Shoulder Level			X			Accessing items on upper shelves, hanging posters/learning materials
Reaching – Below Shoulder Level				X		Desk items, phone, accessing school supplies/books.
Balancing				X		
Coordination (Eye, Hand, Foot)				X		
Running		X				

Category	Frequency					Activity
	N	R	O	F	C	
Repetitive Use of Hands			X			Writing, keyboarding, manipulating mouse
Simple Grasping (Dominant Hand)			X	X		Manipulating mouse, transporting/positioning objects
Simple Grasping (Non-Dominant Hand)			X	X		Transporting/positioning objects
Power Grasping (Dominant Hand)			X			Transporting/positioning heavier objects
Power Grasping (Non-Dominant Hand)			X			Transporting/positioning heavier objects
Fine Manipulation (Dominant Hand)				X		Keyboarding, handwriting, dialing phone, operating office equipment, collating paperwork
Fine Manipulation (Non-Dominant Hand)				X		Keyboarding, dialing phone, operating office equipment, collating paperwork
Hand and arm twisting and turning			X			

### Environmental Demands

Factor	Y	N	If yes, describe
Driving cars, and other equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Bus, van
Working around equipment and machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Cleaning equipment, vehicle equipment, wheelchairs, lifts.
Walking on uneven ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Walking throughout vehicle lot, schools, ramps
Exposure to extremes in temperature, humidity, wetness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Outdoor conditions
Exposure to dust, gas, fumes, or chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Disinfectants
Operation of foot controls or repetitive foot movement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Operating vehicle
Use of special visual or auditory protective equipment	<input checked="" type="checkbox"/>		
Working with biohazards	<input checked="" type="checkbox"/>		BBP/ Chemicals

### Sensory Demands

Factor	Y	N	If yes, describe
Seeing close (inspecting)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Operating vehicles, completing documentation
Seeing far (observing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Monitoring work area, operating vehicle
Seeing to sides (peripheral vision)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Monitoring work area, operating vehicle
Seeing colors	<input checked="" type="checkbox"/>		
Speaking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Communicating w/ co-workers and students
Hearing Speech	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Communicating w/ co-workers and students
Hearing mechanical sounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Equipment malfunctions
Sensing odors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Equipment malfunctions
Sensing touch	<input checked="" type="checkbox"/>		

### Machinery/Equipment/Work Aids

Machinery	Computer, lifts, specialized equipment
Equipment	Computer, scanner, printer, office equipment
Tools	None
Other Work Aids	Wheelchairs, lifts etc.

MENTAL/COGNITIVE DEMANDS	Required Yes/No	
	Y	N
Relate to other people	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maintain personal habits	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Multitask relative to job duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understand, carry out, and remember instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Respond appropriately to supervision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform work requiring regular contact with others	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform work where contact with others will be minimal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform tasks requiring minimal intellectual effort	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills	<input checked="" type="checkbox"/>	
Perform repetitive tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform varied tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Make independent judgment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supervise or manage others	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provide clinical direction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or-break aspects of the job	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to work relative to the job description	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.