

BERKS COUNTY INTERMEDIATE UNIT

POSITION TITLE: Itinerant Teacher– School Age Special Education

QUALIFICATIONS:

- A. Pennsylvania teaching certification as required by the Department of Education.
- B. Minimum of earned Bachelor's Degree, Master's Degree preferred.
- C. Life Skills experience preferred for Pathway to Adult Living (PAL), Practical Assessment Exploration System (PAES), and Project Search locations.
- D. Ability to work effectively and cooperatively with administrative, professional, and non-professional staff in a variety of settings including elementary, secondary, and home settings.
- E. Experience working successfully with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening engagement of a diverse community.
- F. Skill in behavior management and ability to achieve, support, and maintain acceptable student behavior.
- G. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
- H. Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.
- I. Skill and ability to utilize technology to aid instruction, assessment, and learning.
- J. Strong interpersonal, leadership, and communication skills.
- K. Valid Pennsylvania driver's license, insurance, registration, and personal vehicle for travel as needed based on position location.
- L. Ability to perform the following physical activities: stoop, run, sit, stand, walk, bend, lift children, carry thirty (30) pounds, be outside in all seasons, be inside, hear within normal ranges, and see within normal ranges.
- M. The holder of this position could be required as part of his or her duties to engage in activities that can be charged to a Medical Assistance (MA) or other state or federal healthcare program. Clearance as a provider by both the Commonwealth of Pennsylvania and the federal government is therefore an essential qualification for this position.

REPORTS TO:

Program Administrator – School Age Special Education and Student Services

POSITION GOAL:

This position will ensure that special education services for students are coordinated, comprehensive, and in compliance per state/federal regulations. Dependent on position location, the position provides direct instruction and on-site job skills facilitation for students with special needs in the traditional classroom setting, authentic environments, and/or community sites. The teacher works with a high level of independence and professional discretion under the general supervision of the program administrator.

PERFORMANCE RESPONSIBILITIES:

The essential functions of this position include, but are not limited to, the following fundamental duties:

General Performance Responsibilities (all settings):

- A. Establish and maintain positive working relationships with local businesses, community agencies, parents, students, teachers, professionals, and administrators in school district,

BCIU, and non-public school settings to ensure interagency coordination of services for students with special needs.

- B. Plan for student success based on assessed needs of students and the use of data and information to determine each student's current knowledge and skill level, set student learning goals, and assess student progress.
- C. Work collaboratively in a professional learning community with other teachers, support staff, multi-disciplinary teams, and others as appropriate, in addressing the needs of students and developing effective teaching and learning practices.
- D. Coordinate, support, and implement progress monitoring and the utilization of data collection tools to be able to consult with and support teachers, education specialists, and related services personnel in making instructional decisions about individual students.
- E. Oversee and coordinate the process for documentation of reevaluations and ensure that appropriate services are initiated and implemented according to state and federal regulations.
- F. Conduct initial, interim, and annual Individualized Educational Plan (IEP) conferences and/or IEP progress reporting as required. Support preparation, revision and the implementation of IEP and/or Career Pathway Portfolios for all eligible students assigned to the caseload by providing appropriate instruction in IEP content, monitoring individual child progress, adjusting instruction based on progress monitoring information, and referring students as additional needs are identified.
- G. Prepare and follow lesson plans for daily individual and group instruction as appropriate.
- H. Administer local and state assessments as needed.
- I. Plan and incorporate related services into the instructional program day.
- J. Plan for the use of technology and other supplemental and supportive materials and resources appropriately in daily lessons.
- K. Participate in applicable mediation/due process procedures.
- L. Facilitate regular multidisciplinary team meetings to discuss classroom activities, staff roles and responsibilities, child progress, and recommendations for staff follow-up.
- M. Maintain and disseminate, as appropriate, student records, such as attendance, travel vouchers, IEP documents, progress monitoring, data collection, lesson plans, accident forms, child tracking/accounting, etc. to meet the program needs in a timely manner.
- N. Maintain a working knowledge of federal and state regulations.
- O. Demonstrate ongoing professional growth and development in relevant areas including IEP updates, transition, special education law, etc. through courses, workshops, seminars, professional literature, and visitation/observation.
- P. Participate in Safety Care Training.
- Q. Perform other job-related duties as required or assigned.

Traditional Itinerant/Direct Instruction:

- A. Consult with and support school district, BCIU, and non-public school personnel regarding the provision of a free and appropriate public education or equitable participation services for eligible students.
- B. Develop and implement appropriate special education programs including any necessary evaluations and/or IEP documents for students served in a variety of settings (e.g. home, out-of-district placements, nonpublic schools).

Practical Assessment Exploration System (PAES) Lab:

- A. Design, implement, and revise, as necessary, a PAES Pathway Program integrating multi-levels of transition to career or transition to adult life instruction.
- B. Work with educators, job coaches, transition coordinators, families, and community partners to ensure students are given the opportunity to work toward obtaining postsecondary goals.

- C. Participate in informal/formal meetings, open house events, transition related functions, and program specific events.
- D. Assess student performance in relation to curricular goals, PAES assessments, and other objectives specified in their IEPs.
- E. Plan for and direct other assisting personnel such as instructional aides, job coaches, community coordination specialists, employee mentors, volunteers, and student teachers.
- F. Inventory, maintain, and request materials and equipment needed to maintain the PAES Lab and supplemental pathways.
- G. Train and be trained in the use and implementation of PAES programming, assessments, curricula, and progress monitoring tools.
- H. Assist students/families in understanding the adult service provider system and how to access these services.

Project Search:

- A. Design, implement and revise, as necessary, a Project Search Program and set curriculum in a school to work environment.
- B. Work with educators, job coaches, skills trainers, transition coordinators, families, Project Search host site liaison, and community partners to ensure students are given the opportunity to work toward obtaining postsecondary goals.
- C. Participate in informal/formal meetings, open house events, transition related functions, and program specific events.
- D. Assess student performance in relation to curricular goals, VOC-Fit, and other objectives specified in their IEPs.
- E. Plan for and direct other assisting personnel such as instructional aides, job coaches, community coordination specialists, employee mentors, volunteers, and student teachers.
- F. Inventory, maintain, and request materials and equipment necessary to meet the needs of Project Search.
- G. Train and be trained in the use and implementation of the Project Search Model, assessments, curricula, and progress monitoring tools.
- H. Assist students/families in understanding the adult service provider system and how to access these services.
- I. Identify, establish, and maintain linkages with community agencies and businesses associated with the Project Search program and/or committee.

Pathway to Adult Living (PAL):

- A. Provide direct instruction for skill development as related to job training.
- B. Provide job placement to students with disabilities in coordination with community supports (SAM, OVR, etc.).
- C. Provide travel training as it relates to preparation for adult life.
- D. Assist in the development of community awareness and independent living skills.
- E. Consult with and advise district special education teachers in developing IEPs as related to preparation for adult life.
- F. Observe students in the classroom setting in order to determine behavioral, environmental, and instructional modifications that facilitate student learning.
- G. Provide situational assessments as related to preparation for adult life planning.
- H. Advise and assist in the implementation of curriculum relating to preparation for adult life.
- I. Assist in adapting curriculum and activities in special education classrooms as requested.
- J. Assist in providing professional development to work site personnel regarding student related issues.
- K. Serve as a liaison between school and community agency personnel.

- L. Monitor referrals to adult service providers as relating to preparation for adult life and independent living.
- M. Assist administration in the selection and analysis of facilities, particularly integrated settings, and the assignment of students to classes, activities, and work locations.
- N. Assist in the organization and operation of the Extended School Year Program as directed.

TERM OF EMPLOYMENT:

As per BCIUEA Collective Bargaining Agreement.

EVALUATION:

Performance in this position will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

The position holder must be able to perform the essential job functions with or without reasonable accommodation. It is the responsibility of the employee to inform the BCIU Director of Human Resources of any and all reasonable accommodations that will be required.

BCIU is an equal opportunity employment, educational, and service organization.

Print Name	
Employee Signature	Date:

Revised: February 6, 2024

CC: Employee File