EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Educator - Individualized Education Services

Situated on the shores of Lake Michigan and just north of Chicago, Evanston/Skokie School District 65 is a pre-K through 8th grade public school district serving approximately 6,500 students from the City of Evanston and a small neighboring section of the Village of Skokie. The district represents a wide range of ethnic, economic, racial, and cultural backgrounds and serves a community that not only supports but truly embraces public education. District 65 focuses on educating the “whole child” and is deeply committed to social and emotional learning as well as fostering a safe and supportive school climate for our students.

Working together as a community, we will inspire creativity and prepare each student to achieve academically, grow personally, and contribute positively to a global society.

Job Summary:
The job of Educator - Individualized Education Services is done for the purpose/s of providing services to students of all identified educational disabilities. Experience with managing a caseload as well as developing and monitoring Individual Education Plan (IEP) progress. Familiarity with adapting curriculum to meet student needs, current instructional technology and adaptive equipment while meeting the Common Core Standards. Experience with co-teaching in core academic subjects and participating in a collaborative team approach. This job reports to the Principal.

The Educator - Individualized Education Services will be held accountable for the following responsibilities:

- Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations, student's achievements, developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Advocates for student needs and ensures timely implementation of IEP components (e.g. Behavior Intervention and Health Care Plans, etc.) for the purpose of supporting students in an educational setting.
- Assesses student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
- Collaborates with parents, administrators, related services providers, and other professionals for the purpose of developing individual education plans (including Behavior Intervention Plans) designed to promote students' educational, physical, and social development.
- Commits to equity and eliminating systemic obstacles for students of color for the purpose of providing access to interventions and other opportunities.
- Communicates consistently with administration for the purpose of fulfilling professional responsibilities. Communicates with parents and outside providers for the purpose of receiving and sharing information.
- Completes Medicaid logging for the purpose of documenting personal care and transportation services provided.

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- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Creates, writes, monitors, and facilitates Individual Education Plans (IEP's) for students on caseload for the purpose of ensuring individualized academic and social emotional needs of students are addressed.
- Demonstrates sensitivity to physical, medical, and learning styles of students with respect to their identified disabilities for the purpose of supporting students.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
- Develops plans for the purpose of effective communication, monitoring progress and collaborating with and supporting general education teachers of students in inclusive settings.
- Develops safety, evacuation and behavioral plans, and oversees their implementation, for students who need specific interventions for the purpose of maintaining a safe and appropriate learning environment.
- Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective special education program and addressing the needs of individual students.
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- Establishes and posts a schedule of daily and weekly service times with students for the purpose of ensuring compliance with IEP minutes and communicating with appropriate stakeholders.
- Establishes reasonable expectations and keeps detailed records for oral and written work and explains grading procedures for the purpose of communicating and monitoring student progress to all appropriate stakeholders.
- Facilitates student learning for the purpose of achieving success in academic, interpersonal and daily living skills through a defined lesson plan.
- Instructs students in academic subjects using a variety of techniques (e.g. multisensory teaching, repetition to reinforce learning, etc.) for the purpose of meeting students' varying needs.
- Maintains desirable discipline standards in the classroom and assists, when needed, in other school areas with student disciplinary management for the purpose of maintaining a safe environment.
- Maintains positive professional relations with colleagues for the purpose of coming together as a team to support the needs of students.
- Manages and teaches socially appropriate behavior for the purpose of promoting self-regulation and safety.
- Models conversation, manners, clean up activities, listening skills, etc. for the purpose of demonstrating appropriate social and interpersonal behavior.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment.
- Oversees the scheduling of IEP meetings and the IEP process for students assigned to case load for the purpose of ensuring compliance.
- Participates in a variety of meetings (e.g. professional development, IEP, team, etc.) for the purpose of conveying and/or gathering information required to perform functions and to support student needs.

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EDUCATOR - INDIVIDUALIZED EDUCATION SERVICES

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a variety of written materials (e.g. IEP progress reports, grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Prepares materials and plans daily instruction appropriate to each assigned class and provides clear objectives for all lessons, including the ability to communicate these objectives to students for the purpose of providing appropriate instruction, modifications, accommodations, supports and interventions.
- Promotes student respect for the rights of others in the classroom for the purpose of creating and maintaining a positive learning environment.
- Recognizes safety and health hazards for the purpose of eliminating them.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code and school policies.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing appropriate personnel for resolution.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Sets high expectations for all students for the purpose of demonstrating a deep belief that all students can learn and succeed.
- Supervises and includes paraprofessionals for the purpose of supporting the academic, functional, and social emotional needs of students.

Other Functions

- Operates copier, computer, standard office equipment, routine desk supplies, classroom materials, playground equipment for the purpose of providing an effective education program.

Qualifications:

Education Required:

- Minimum of a bachelor's degree from an accredited college or university

Certificates and Licenses Required:

- Illinois Professional Educator License or License with Stipulations
- Learning Behavior Specialist I (LBSI) endorsement

Experience:

- Minimum of 2 years of experience working with students with emotional, behavioral, and academic needs preferred
- Experience developing and implementing Individual Education Plans (IEP's) and Behavior Intervention Plans (BIP's)

- Knowledgeable about IDEA and the laws that govern working with students with disabilities

Knowledge, Skills, and Abilities:

- Leadership: Exhibits confidence in self and others. Inspires respect and trust. Reacts well under pressure. Shows courage to take action. Motivates others to perform well.
- Equity Advocacy: Actively contributes to institutional transformation by promoting and enhancing district anti-racist, anti-bias agreements and conditions to advance attainment for marginalized students.
- Performance Coaching: Defines responsibilities and expectations. Sets goals and objectives. Gives objective feedback. Motivates for increased results. Recognizes contributions. Encourages training and development.
- Analytical Skills: Synthesizes complex or diverse information. Collects and researches data. Uses intuition and experience to complement data. Identifies data relationships and dependencies. Designs workflows and procedures.
- Communications: Expresses ideas and thoughts verbally. Expresses ideas and thoughts in written form. Exhibits good listening and comprehension. Keeps others adequately informed. Selects and uses appropriate communication methods.
- Continuous Learning: Assesses own strengths and weaknesses. Seeks feedback to improve performance. Pursues training and development opportunities. Strives to continuously build knowledge and skills. Share expertise with others.
- Job Knowledge: Competent in required job skills and knowledge. Exhibits ability to learn and apply new skills. Keeps abreast of best practices. Displays understanding of how this job relates to others. Uses resources effectively. Planning & Organization: Prioritizes and plans work activities. Uses time efficiently. Plans for additional resources. Integrates changes smoothly. Sets goals and objectives. Works in an organized manner.

PHYSICAL DEMANDS:
Physical Activities: Standing, walking, sitting, handling, keyboarding, talking, and hearing
Lifting Demands: Up to 35 pounds
Reaching Activities: Both dominant and non-dominant hand; overhead.
Environmental Conditions: Noise Intensity 3 moderate

DISTRICT EXPECTATIONS: All employees are expected to demonstrate regular and predictable attendance; to support the District's vision, mission, goals, and Strategic Plan; to engage in civility, respect, professionalism, and collaborative teaming; and to maintain the professional knowledge and skills necessary to perform the essential duties and responsibilities of their positions.

NOTE: School Board Policy ensures equal opportunity for all in its personnel policies and practices and does not discriminate on the basis of race, color, gender, religion, national origin, marital status, sexual orientation, gender preference, political beliefs, social/family background, disability or age.