

**SPED TEACHER, 18+ SERVICES**

**Rev. Jun 2022**

**Job No.:** T609

**Reports to:** Sr. Coordinator, SPED Transition Services

**Dept./Campus:** Deniese Geiger Compass Center

**FLSA Status:** Exempt

**Pay Grade:** Teacher Salary Scale

**Term:** 187 Days

**PRIMARY PURPOSE:**

To provide special education students, 18-22 years old, with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, employability, self-help, and social growth. Enable students to develop competencies and skills to lead sustainable and meaningful lives upon graduation.

**This position may be contingent upon funding in whole or in part through state or federal grants.**

**MAJOR RESPONSIBILITIES AND DUTIES**

- Coordinate work sites, procure work sites and monitor students while working at community sites.
- Collaborate with students, parents, and other members of staff to develop IEP through the ARD Committee process for each student assigned.
- Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.
- Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
- Work cooperatively with special education teachers to complete transition assessments as needed for special education students according to guidelines established in Individual Education Plans (IEP).
- Participate in ARD Committee meetings on a regular basis.
- Work with other members of staff to determine instructional goals, objectives, and methods according to LISD requirements.
- Help students analyze and improve self-help and employability skills.
- Maintain transportation logs and related documentation for use of district vehicles and be able to drive district suburban.
- Conduct assessment of student learning styles and use results to plan for instructional activities.
- Provide and seek assistance for students who are consistently struggling in the areas of employability and self-help skills.
- Present subject matter according to guidelines established by IEP.
- Employ a variety of instructional techniques and media to meet the needs and capabilities of each student assigned.
- Plan and supervise assignments for teacher aide(s) and volunteer(s).
- Use technology in teaching/learning process.
- Conduct ongoing assessments of student achievement through formal and informal testing.
- Provide or supervise personal care, medical care, and feeding of students as stated in IEP.
- Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by campus principal.
- Be a positive role model for students; support mission of school district.
- Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
- Manage student behavior and administer discipline. This includes intervening in crisis situations and physically restraining students as necessary according to IEP.
- Consult district and outside resource people regarding education, social, medical, and personal needs of students.

All LISD employees are expected to maintain an extreme degree of confidentiality by following the *Family Educational Rights and Privacy Act (FERPA)* for student information and the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* for employee and student information.

- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Assist in selection of books, equipment, and other instructional materials and participate in updating processes for 18+ and revising the curriculum as needed.
- Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
- Maintain a professional relationship with colleagues, students, parents, and community members.
- Use effective communication skills to present information accurately and clearly.
- Participate in staff development activities to improve job-related skills.
- Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Attend and participate in team meetings and serve on staff committees as required.
- Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.
- Perform other duties as assigned.

**SUPERVISORY RESPONSIBILITIES**

- None.

**GENERAL QUALIFICATION GUIDELINES**

**Education/Certification/Experience:**

- Bachelor's degree in education or related field.
- Valid Texas teaching certificate with required special education endorsement.
- Experience in classroom teaching experience for students with special education.
- Background working with individuals with low incidence disabilities and development delays.

**Knowledge/Skills/Abilities:**

- Knowledge of special needs of students in assigned area; Admission, Review, and Dismissal (ARD) Committee process and Individual; Education Plan (IEP) goal setting process and implementation; curriculum and instruction, transition compliance, transition planning; employment development; job coaching strategies; and Federal and State laws pertaining to work for pay, supported employment versus adult volunteering versus customized employment.
- Skill in communication; and interpersonal relations.
- Ability to manage priorities and projects; and use the computer and application software.

**Mental/Physical/Environmental Demands**

*The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.*

- May be exposed to outdoor weather conditions during portions of work day.
- Needs to move about inside the classroom or campus to monitor students as necessary.
- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling, and pushing.
- Frequent moving of small stacks of textbooks, media equipment, desks, and other classroom equipment.
- Frequently requires lifting up to 25 pounds.
- Occasional prolonged and irregular hours.
- Ability to understand complex problems and to collaborate and explore alternative solutions.
- Ability to organize and prioritize work schedules of others on short-term basis.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.
- Drive a district suburban.