

Washington Academy
Job Description

TITLE: Educational Technician II or III

Qualifications:

1. **Education:**

Educational Technician II: Documentation of at least two years of post-secondary education or a combination equivalent to 60 hours of approved study in an educationally related field

Educational Technician III: Documentation of at least three years of post-secondary education or a combination equivalent to 90 hours of approved study in an educationally related field.

2. **Special Knowledge/Skills:**

- Individual must possess strong communication, organizational and interpersonal skills, an understanding of the instructional process.
- Individual must possess a basic understanding of students' needs to include understanding of the student with special needs.
- Individual should have basic knowledge of emergency, health, and safety issues would be preferred.
- Individual must be willing to participate in on-going in-service training as required or requested.
- Individual must hold or be eligible for State of Maine Ed. Tech. II or III Authorization.
- Individual must maintain a high level of ethical behavior and confidentiality of information about students, as required by law.

3. **Experience:**

Demonstrated aptitude or competence for successful fulfillment of assigned performance responsibilities. Prior experience in the educational field would be helpful.

JOB GOAL: To assist the teaching staff in maintaining appropriate classroom activities/environment in which students can take full advantage of the instructional program and available resource materials.

PERFORMANCE RESPONSIBILITIES:

Responsibilities may include but are not limited to the following:

1. Work with individual student or small groups of students to review and reinforce learning previously introduced by the classroom teacher/content specialist under the supervision of the classroom teacher/content specialist.
 - a. Review of all Individualized Education Plans (IEP's), 504 Plans, and Personal Learning Plans, (PLP's), to have a basic understanding of accommodations and modifications, as required.

b. Assist the teacher/content specialist in devising special strategies for reinforcing material or skills based upon the understanding of the students' individualized educational plans, (IEP's), 504 plans, Personal Learning Plans (PLP's), needs, interests and abilities.

REPORTS TO: Administrator/Director/Case Manager

c. Report directly to the case manager.

d. Communicate effectively, including I-chats, emails, and/or any contact/communication regarding the case management or confidentiality of a student, can only be done with the knowledge of the case managers in advance, and only during normal school hours.

e. Breach of confidentiality is grounds for immediate dismissal.

f. Exhibit a positive, professional attitude with all co-workers, students, and community members.

REQUIRED KNOWLEDGE, ABILITIES AND SKILLS:

- Working knowledge of disabilities and special education methods.
- Ability to provide individual and group services in a variety of settings and models
- Ability to establish an effective rapport/relationship with children, parents, and staff.
- Ability to effectively communicate orally and in writing with a wide variety of people
- Ability to work collaboratively as a member of an IEP, 504, PLP or other student centered team.
- Ability to maintain composure in stressful situations
- Ability to motivate students

PERFORM NON-INSTRUCTIONAL, NON-EVALUATIVE FUNCTIONS:

- Administer, score and record such achievement/diagnostic/career inventories assessments, as the teacher/content specialist recommends for individual/groups of students.
- Help students master technological equipment and instructional materials as assigned by the teacher/content specialist.
- Provide input, if requested, to the IEP, 504, PLP process and Parent Conferences.

CLASSROOM

- Copying, typing, filing, curriculum orders, supplies
- Provide teacher classroom coverage as directed during scheduled IEP, 504 and PLP meetings.

SPECIAL EDUCATION:

- Assist in preparation for IEP, 504 and PLP meetings, as directed by case manager.
- Assist in preparation of instructional materials, as directed by case manager.
- Assist with the integration of technology into curriculum lesson plans, as directed by case manager and content area specialists.

SPECIAL EDUCATION/REGULAR EDUCATION LEAST RESTRICTIVE ENVIRONMENT

- Support students in the regular education setting working directly with the content area teacher
- Stay apprised of all content teacher lessons in this assigned setting
- Maintain a working binder of all daily assigned student activities, including assignments, short and long-term projects, rubrics, hand-outs, assessments, teacher notes, and communicate that information with all special education case management staff members.
- Direct at all times any concerns regarding student progress to the case managers. Follow-up communication to teachers and content area specialists, regarding student progress will be facilitated via the case manager(s).
- Maintain confidentiality of all student and employee related information
- Meet as required with case managers to share information and discuss student progress.
- Supervise small groups of students with indirect professional supervision.
- Exhibit positive language and behavior skills as a model for students' and families.
- Will follow school and department guidelines in regards to the use of social media.
- Serve as the chief source of information/assistance to substitute teacher assigned in the absence of content area teacher or teaching specialist.
- Other appropriate duties as deemed necessary by special education case managers and administration..

SUPERVISION:

The Educational Technician will:

- Meet with the Special Education Teacher/Case managers, or appropriate content area specialists, and receive instruction/direction on a regular basis.
- Perform short-term instruction and classroom management activities with indirect professional supervision.
- Conduct one-on-one or small groups with indirect professional supervision.

WORKING CONDITIONS:

Mental Demands: organizing, analyzing, planning, designing, documenting, coordinating, flexibility, ability to cope with stressful situations, adaptability, implementing, presenting, work in fast paced environment.

Willingness to work with others: must be able to collaborate, share, and cross-train, in order to promote the concept of being a team member. Sustain and be cognizant at all times, the concepts of a department and campus-wide team approach.

Note:

This job description reflects the general requirements necessary to describe the functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all the work requirements that may be inherent in the job, either present or in the future.