

**POSITION TITLE:** Teacher – Exceptional Education – Low Incidence and Autism – RCEEA

**QUALIFICATIONS:** Licensed to teach in the Commonwealth of Virginia or eligible for licensure in special education. Bachelor's degree in education, special education or a related field with at least three years of teaching experience or its equivalent preferred. Three years of experience teaching secondary students with autism, intellectual disabilities, or other low incidence disabilities, and knowledge of the transition process/priorities. Three years of experience working in a collaborative and cooperative manner meeting with student's parents to discuss student progress and areas of need and organizing exceptional education programs. Three years of experience working in a collaborative manner with co-workers, staff, and community representatives, and three years of experience scheduling and conducting individualized education programs (IEP). Bilingual skills to include Spanish are a plus. Ability to perform job expectations independently as well as possess the ability to collaboratively work with various stakeholders.

**PERFORMANCE EXPECTATIONS:** Ability to effectively communicate and promote the mission, philosophy, and curriculum of the Richmond Career Education and Employment Academy (RCEEA) to parents, school and classroom staff, colleagues, and community partners. Participates in regularly scheduled and on-going professional development and technical assistance sessions and demonstrate consistent and accurate implementation of all competencies addressed in the trainings including: alignment of IEP goals and objectives with RCEEA scope and sequence document; instruction of career education and employment skills; development of a safe and conducive learning environment; implementation of evidence based practices such as positive behavior supports, person-centered planning, functional communication instruction, applied behavior analysis and data collection. Working knowledge of the concepts, principles and methodologies of instruction, learning theory, and teaching of special education students with intellectual disabilities. Effectively meet and address the communication needs of students, including those with limited or no verbal communication skills. Develops, implements, and assesses instructional strategies to ensure all students are actively engaged in learning. Ability to develop a coherent lesson plan properly aligned with RCEEA's curriculum, Aligned Standards of Learning, and IEP goals to include evidence of utilizing appropriate teaching strategies, integrating technology, formative and summative assessments, and data-based interventions. Provides effective differentiated instruction to teach functional academic and daily living skills, social competence, self-management skills, self-advocacy skills, and community and vocational skills. Follows a standardized protocol for assessing students' entry level skills, developing IEPs aligned with the students' need , using data collection tools to measure student progress and inform instruction, and providing skill-specific instruction utilizing principles of applied behavior analysis and environmental supports. Meets on a regularly scheduled basis with autism mentors and other technical assistance providers to discuss the curriculum, review student progress, and identify professional development needs. Serves as case-manager and instructional leader of the classroom by supervising and providing training to instructional assistants and by working collaboratively with related service personnel to ensure a cohesive program that is aligned with the curriculum and reflects evidence-based practices. Demonstrates effective and respectful communication and interactions with family members, other caregivers, and community partners. Includes parents and caregivers in all aspects of the program including the IEP

process, person-centered planning, review of student progress, and sharing of techniques/materials which can be used in the home and community setting to facilitate generalization of skills. Provides parent training and linkages to community resources as appropriate. Adheres to all federal, state, and division mandates as related to IEP development, assessments, and other special education procedures. Performs other related duties as assigned.

**GENERAL DEFINITION AND CONDITIONS OF WORK:** Duties performed typically in a school setting. Performs professional work providing teaching and/or training services to students with disabilities. Occasional movement of students in wheelchairs and other mechanical devices may be required. Occasional lifting of up to 50 pounds. Work requires stooping, kneeling, reaching, standing, walking, pushing, pulling, lifting, vocal communication for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data. Effective verbal and written communication skills for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level and visual acuity for preparing and analyzing written or computer data.

**REPORTS TO:** Principal

**PAY SCHEDULE:** Teacher Salary Schedule

**LENGTH OF CONTRACT:** 200 Days (9.5 months)

**FLSA:** Exempt