

POSITION TITLE: Teacher - Career Development/Transition (Low Incidence & Autism) - RCEEA

QUALIFICATIONS: Special education licensure in Intellectual Disabilities-Adaptive or Severe Disabilities and a minimum of three (3) years of successful teaching experience at the secondary level and/or special education licensure in Intellectual Disabilities-Adaptive or Severe Disabilities and successful experience and credentials in a related vocational/transition field focusing on employment of students with low incidence disabilities and autism spectrum disorders. Must have comprehensive knowledge of the coordination of service delivery, community agencies, and fair labor laws. Excellent organizational and public relations skills and an in-depth knowledge of mandates pertaining to transition individualized education programs (IEP) are required.

PERFORMANCE EXPECTATIONS: Ability to effectively communicate and promote the mission, philosophy, and curriculum of the RCEEA to parents, school and classroom staff, colleagues, and community partners. Serves on the RCEEA Management Team to provide updates related to the School's educational objectives: student performance in Virginia's Aligned Standards of Learning, student performance related to the curriculum, student performance related to functional communication, and student readiness to transition to the next level of the curriculum or to employment and participation in the community. Participates in regularly scheduled and on-going professional development and technical assistance activities and demonstrate consistent and accurate implementation of all competencies addressed in the trainings including: planning, developing, and coordinating community-based instruction, vocational assessment in multiple environments, and transition-related activities for students with low incidence disabilities and autism. Align transition IEP goals and objectives with results of vocational assessments and post-high priorities as identified by the student, family, and IEP team; initiates contact with community and business partners in order to secure locations for work experience and internships which will promote career and employment skills; implement evidence based practices in school, community, and vocational settings including positive behavior supports, person-centered planning, functional communication instruction, applied behavior analysis and data collection. Follows a standardized protocol as outlined in the curriculum for assessing students' entry level skills and collaborate with students, families, school staff, technical assistance providers, and partners to develop individualized vocational plans and transition IEPs. Meets on a regularly scheduled basis with autism mentors and other technical assistance providers to discuss the curriculum, community partnerships, review student progress, and identify professional development needs. Serve as case-manager and instructional leader by supervising and providing training to instructional assistants and by working collaboratively with related service personnel to ensure a cohesive program. Demonstrates effective and respectful communication and interactions with students, family members, and other caregivers. Assists the student and family in guiding the planning process to identify desirable post-secondary outcomes related to employment, education, community participation, and recreational and social opportunities. Provides parent training and linkages to community resources as appropriate. Adhere 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.

REPORTS TO: Principal

PAY SCHEDULE: Teacher Salary Schedule

LENGTH OF CONTRACT: 200 Days (9.5 months)

FLSA: Exempt