

ST. MARY'S COUNTY PUBLIC SCHOOLS CERTIFICATED POSITION DESCRIPTION

INSTRUCTIONAL RESOURCE TEACHER FOR TRANSITION

POSITION: Instructional Resource Teacher for Transition

REPORTS TO: Supervisor of Special Education

LOCATION: Department of Special Education

NATURE OF WORK:

The Instructional Resource Teacher for Transition interacts with central administration personnel, school-based administrators and staff to plan, facilitate, and implement transition needs and activities for students with disabilities.

ESSENTIAL FUNCTIONS:

- Provides leadership and training to secondary special education staff and administration in the development and implementation of person-centered transition plans that are in compliance with federal, state, and local mandates for students 14 years of age and older;
- Provides students with disabilities information and guidance regarding post-secondary education or training that might include employment, adult education programs, college, technical, vocational or on-the-job training programs within the community;
- Facilitates communication among home, school, community and state agencies;
- Supports school-based special education departments to build their capacity to interpret and apply policies and procedures and the provision of transition services to students with disabilities;
- Develops and oversees grants related to transition;
- Implements and maintains a post-secondary transition compliance database for special education students;
- Participates on county and state advisory boards regarding disabilities, employment, postsecondary education, training, etc.;
- Maintains current information on transition laws and policies in education, workforce development, and adult service agency changes/updates; and
- Coordinates transition fairs for county students and parents.

DUTIES AND RESPONSIBILITIES:

- Facilitates linkage between students with disabilities and outside agencies as required by the IEP process;
- Assists students with disabilities and their families with the identification and selection of an adult service provider;
- Assists Special Education staff in assessing and determining the required work and daily living skills necessary for individual students with special needs to lead a meaningful adult life;
- Assists school staff with student referrals to outside agencies as dictated by the IEP;
- Analyzes potential work sites and match students as appropriate;
- Develops programs to increase student awareness of post-secondary opportunities;
- Provides informational and training workshops for students and families regarding community awareness and the transition process;
- Collaborates and builds relationships and partnerships with community businesses;
- Provides training and support to job coaches;

- Participates in MSDE committees/meetings related to the transition process;
- Collaborates with a range of state and community organizations to ensure appropriate supports and opportunities are available to students/parents as they prepare for college, the workforce, community or other postsecondary experiences;
- Assists students and parents with the application for programs such as Division of Rehabilitation Services, Developmental Disabilities Administration, and Behavioral Health Administration;
- Assists in providing transition assessment materials to secondary special education students and teachers;
- Assists school teams and students with the development of appropriate postsecondary goals and self-advocacy skills;
- Facilitates and conducts professional learning activities for school-based staff members as needed; and
- Provides parent information sessions to assist families in locating community resources to support their children's transition to college, career and/or community.

QUALIFICATIONS:

- Possess an advanced professional teacher's certificate with an endorsement in Special Education or Transition (master's degree preferred);
- Possess curriculum development and instructional leadership experience;
- Possess a minimum of five years successful teaching experience;
- Demonstrate in-depth knowledge of federal, state, and local special education laws, policies and procedures as well as state and Federal guidelines for the educational requirements of students with disabilities as relating to transition;
- Demonstrate highly proficient oral and written communication skills; and
- Demonstrate proficiency in the utilization of the Maryland Online IEP System regarding the transition process.

TERM OF EMPLOYMENT:

Full-time ten-month position.

SALARY GRADE RANGE:

The salary for this EXEMPT position will be based on EASMC salary schedule (#1) for ten-month employees.

BARGAINING UNIT ELIGIBILITY: EASMC