

## **CENTRAL UNIFIED SCHOOL DISTRICT**

## **POSITION DESCRIPTION**

**Position:** Special Education Teacher –Adult Transition Program    **Classification:** Certificated

**Reports to:** Site Administrator, Administrator – Special Ed.

**Range:** Certificated Salary Schedule

---

### **EDUCATION AND EXPERIENCE**

Valid California Education Specialist Mild/Moderate or Moderate/Severe Teaching Credential, with Autism Authorization

One year of successful experience with children with disabilities preferred

Valid California driver's license

### **SUMMARY**

Provide an individualized educational program at the classroom level for students with moderate disabilities to promote skill development in order to enhance independence for success in college, career and community as an adult. Guide the development of a standards based Individual Educational Plan (IEP) for each student, focusing on the following domains: Functional Academics, Community, Vocational, Recreation & Leisure, and Domestic.

### **SPECIFIC RESPONSIBILITIES**

1. Provide case management supervision and direction for children assigned to program, including Planning and facilitating Individualized Education Program (IEP) meetings within the required timelines (ensuring notification to all parties) 2. Teach students with disabilities - post high school through age 22 in a special day class such portions of basic educational program as are in keeping with individual limitations of each pupil's IEP: place major emphasis on a consistent developmental learning curriculum with a positive, behavioral framework using the adopted curriculum and Special Education Administrators of County Office (SEACO) standards.
2. Work with the IEP Team in assessing and developing student learning objectives and instruct and evaluate (verified by current established checklists) each student in the learning area.
3. Provide appropriate creative learning experiences based on IEPs in:
  - a) domestic
  - b) recreation/leisure
  - c) community
  - d) functional academic skills
  - e) vocational skills.
4. Plan and conduct community experiences to reinforce the concepts taught in the classroom.
5. Provide proper student management and a suitable classroom environment that creates a positive atmosphere for the learning of the individual child, adhering to Behavior Support Plans when notified.
6. Participate in a Professional Learning Community (PLC) at the district level.
7. Contribute to and implement new ideas, materials, and techniques suitable to group and individual needs based on IEPs, staffing, and ancillary staff and Curriculum Consultant input, which promote progression in standards and/or on IEP goals.
8. Revise IEPs jointly with legally mandated members of the annual review team (including parents) and keeping parents informed of progress at reporting periods, with a comprehensive report of progress at the annual review.
9. Work closely and cooperatively with the Program Specialist/Special Education Coordinator, Site Administrator, Speech Therapist, Nurse, School Psychologist, Community Agencies, and parents to help provide a complete program for the individual pupil, ensuring that all IEP team members are informed of their responsibilities, necessary accommodations/modifications, and IEP meetings.
10. Communicate with and supervise each aide under his/her direction regarding curriculum needs and other duties.

11. Be sensitive about confidential matters concerning children, parents, school and working relationships, responding to those in a professional manner.
12. Participate in scheduled professional development and take advantage of workshops, conferences, etc., to provide for professional growth.
13. Develop and implement Transition Plans for students, with cooperation and input from the student, family, educational staff and all outside agencies involved with the student.
14. Consult with community agencies such as Regional Center, Department of Rehabilitation, Social Security, and welfare departments concerning pupils who are being served by such agencies, and make referrals as appropriate.
15. Provide daily schedule and substitute plan, including notification of required accommodations/modifications and/or Behavior Support Plans.
16. Make regular entries in anecdotal records on curriculum checklists, continuing case records and other reports as required.
17. Adhere to schedules and duties assigned at school site.
18. Participate in scheduled in-service training meetings and take advantage of workshops, conferences, etc., to provide for professional growth.
19. Provide daily schedule and lesson plan.
20. Organize and maintain a neat, uncluttered, sanitary, safe, and esthetically appealing classroom.
21. Other duties as assigned.

### **QUALIFICATIONS REQUIREMENTS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Should possess personal qualifications recognized as essential for good public employees including integrity, initiative, dependability, courtesy, good judgment, maintain confidentiality and ability to work cooperatively with others.

Knowledge of:

- Academic assessments and diagnostic tools to meet students' needs
- Strategies to support students' emotional and behavioral needs
- Research based instructional best practices.
- IEP Case management and legal requirements.
- Community Agencies available to support students

Ability to:

- Work as a team with school site staff, students and families.
- Communicate effectively both orally and in writing.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.

### **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to speak, stand, talk, walk, see, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision

abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, as well as forward, and use fine motor skills.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

