



5301 Monona Drive, Monona, WI 53716 P: 608-221-7660 F: 608-221-7688

Position Description

Position Title:	Special Education Teacher - Transition
Department / Location:	School Building
Reports to:	Building Principal & Director of Student Services
Employees Supervised:	None
Classification:	School Year
FLSA Status:	Exempt
Created / Revised:	June 15, 2026
Board Approved:	August 11, 2026

Position Summary

Under the direction of the Building Principal and Director of Student Services, the Special Education Teacher - Transition is responsible for creating and implementing an educational program that prepares young adults with disabilities for post-school success in the areas of employment, post-secondary education and training, and independent living. The teacher will collaborate closely with students, families, community partners, and staff to ensure a seamless and successful transition.

Essential Functions and Responsibilities

This position description is not intended to be an exhaustive list of all duties, knowledge or skills associated with this position, but is intended to accurately reflect the essential job elements. Any combination of the job functions shown below may be performed.

Essential Functions

1. **Instruction and Curriculum Development:** Develop and deliver engaging and functional curricula aligned with each student's Individualized Education Program (IEP). Instruction will cover academic subjects as they relate to daily life, as well as crucial **transition skills** such as money management, public transportation, job readiness, social communication, and self-advocacy.
2. **IEP Management and Goal Setting:** Serve as the case manager for students aged 18-21, ensuring the IEP is focused on the student's measurable post-secondary goals.
3. Conduct age-appropriate transition assessments such as career interest inventories, vocational evaluations and independent living skills assessments to inform the IEP goals and transition services.
4. **Collaboration and Community Engagement:** Work with parents, guardians, and a

network of community resources, including vocational rehabilitation services, adult day programs, and post-secondary education institutions, to create **post-school plans** and opportunities for students.

5. **Data Collection and Assessment:** Regularly collect data to monitor student progress toward IEP goals. Use assessment results to inform instruction and make data-driven decisions.
6. **Behavioral Support:** Implement positive behavior interventions and supports (PBIS) to foster a positive and productive learning environment.
7. **Advocacy and Communication:** Act as an advocate for students, helping them to develop **self-advocacy skills** and communicate their needs effectively. Maintain clear and consistent communication with all stakeholders.

Additional Job Functions

1. Attend staff meetings and serve on committees as required.
2. Maintain knowledge of software and equipment used to perform duties, such as student information systems, word processing, database, spreadsheets, e-mail, and office equipment.
3. Know, understand and follow applicable safety policies and procedures, including but not limited to: proper lifting techniques, awareness of eye strain, use of proper wrist support when keyboarding for extended periods of time and office ergonomics.

Knowledge, Skills and Abilities

1. Knowledge of and ability to comply with special education evaluation and dismissal procedures.
2. Knowledge of and ability to comply with best practices in providing instruction and support to students with disabilities.
3. Ability to collect and report data required by state and federal agencies.
4. Knowledge of teaching principles, practices, techniques and approaches.
5. Knowledge of current trends, theories and technologies pertaining to learning and instruction.
6. Knowledge of assessment procedures and techniques, test construction and evaluation methods.
7. Knowledge of instructional strategies, techniques and interventions related to job assignment.
8. Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases).
9. Knowledge of instructional technologies and software, equipment, tools and devices used in presenting instruction, documenting assessments, and tracking student progress.
10. Excellent verbal and written communication skills.
11. Strong organizational, communication, and interpersonal skills. Ability to work collaboratively and independently. Knowledge of federal and state special education laws and regulations (e.g., IDEA).
12. Experience with differentiating instruction preferred.
13. Experience working with diverse learners and supporting culturally responsive practices preferred.
14. Experience writing IEPs, conducting meetings, and case management preferred.

Working Conditions

1. Classroom/school environment.

Physical Requirements

1. Must be able to sit or stand for prolonged periods.
2. Must be able to perform light physical work, occasionally lifting up to 30 pounds without assistance in an indoor setting.
3. Must be able to move throughout the building and from building to building.
4. Must be able to reach in all directions and bend/stoop to store and retrieve files, use telephone, calculator, computer and other office equipment.
5. Must be able to operate a computer and other office productivity machinery, such as a copy machine and computer printer.
6. Must be able to converse with administrators, staff, parents, and the public, and must be able to exchange accurate information with such individuals.
7. Must be able to review written materials in print and electronic formats.
8. Must be able to complete job duties in an environment where background noise and frequent interruptions are the norm.

Education and Experience

1. Experience in teaching Special Education preferred
2. Previous experience working with students with disabilities, particularly in a high school or post-secondary setting, is highly preferred.
3. Experience with transition planning and vocational programs is a significant plus.

Licenses and Certifications

1. Valid Wisconsin Department of Public Instruction Teaching license in assigned area(s) of Special Education, or eligibility to obtain appropriate license(s) upon hire required.
2. Nonviolent Crisis Intervention training, or ability to obtain training upon hire required.

EEO Statement

The MGSD does not discriminate on the basis of age, race, sex or sexual orientation, marital status, handicap, national origin, creed, arrest or conviction record, ancestry, member of military reserve, or any other reason prohibited by state or federal law.

Acknowledgement

By signing this job description, I acknowledge that I have read and understand the duties, qualifications and requirements of the position. My signature further attests that I am able to perform the essential functions of this position with or without a reasonable accommodation. I understand that this job description does not represent a contract of employment and that the Monona Grove School District reserves the right to change duties, responsibilities or activities with or without notice.

Employee Signature

Date Signed

Disclaimer: This position description is subject to change at any time.