

TITLE: Special Education Transition Center Teacher

3.10

QUALIFICATIONS:

1. Holds Oregon Handicapped Child Teaching Certificate
2. Has experience as a secondary teacher or learning disability specialist.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
4. Has experience with emotionally disturbed students, specifically high school/middle school age, in school or residential setting.

REPORTS TO: Principal

JOB GOAL: To develop and provide appropriate educational programs for learning disabled and high needs students which are in compliance with district guidelines and state and federal laws.

PERFORMANCE RESPONSIBILITIES:

1. Serves as a member of the school's IEP team.
2. Administers district adopted informal and formal assessment tests to students referred; conducts classroom observations and personal interviews; and provides the accumulated data for decisions at professional staffings.
3. Develops with appropriate personnel an individualized educational plan which includes information on the student's strengths and weaknesses, modality of learning and statement of goals; translates the diagnostic findings into written instructional and behavioral recommendations for teaching.
4. Provide appropriate academic instruction and support services to learning disabled and high needs students as determined by testing and IEP team recommendations.
5. Maintain records and submits reports when requested on students who are receiving learning center and/or transition center services.
6. Submits requests for needed testing materials, supplies, and resources to the program supervisor for carrying out the job responsibilities.
7. Participates in designated staff development activities, meetings and conferences designated to provide educational growth and development.
8. Provides clear and consistent implementation of the behavior plans.
9. Communicates effectively with students and diverse needs, their parents, and staff members.

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10. Maintains a safe and structured learning environment for students.
11. Acts as a strong advocate for special needs students and have strong skills in communicating with regular education teachers regarding appropriate instructional modifications that are needed.
12. Performs those duties and responsibilities expected of all staff members.

EVALUATION: Performance of this job will be evaluated annually in accordance with Board policy.

Adopted: 5/10/01