



<u>Position:</u>	Special Education Teacher: New Directions
<u>Reports to:</u>	Program Supervisor/Principal
<u>Minimum Qualifications:</u>	Bachelor's Degree in special education or related field Illinois Professional Educator License: LBS1 or special education endorsement; Qualified to teach middle school
<u>Program Description:</u>	<p>The New Directions program is a therapeutic alternative school and is designed to work with students whose primary needs are emotional or behavioral in nature, and whose needs cannot be successfully met in a traditional public school setting. The program serves students in grades K-12.</p> <p>The classrooms are small, structured settings that focus on differentiated academic instruction. In addition, the staff employs a variety of positive behavior interventions, including consistent feedback on behavior, social skills instruction aligned with the Illinois Social Emotional Learning Standards, specialized learning strategies, and vocational instruction and support. Intervention techniques aim to help students develop self-management skills, effective decision-making, problem-solving strategies, and improved interpersonal skills. Students are taught self-regulatory strategies to monitor their ability to stay on task, complete work, focus on instruction, and interact well with teachers and peers. Students have varied instructional levels and are integrated into general education settings, when appropriate.</p>

Performance Expectations: Duties may include, but are not limited to the following:

Individualized Education Program Process

1. Conducts assessment/evaluation of student abilities and needs.
2. Collaborates in the development of IEP instructional measurable goals/objectives and assists in identifying needs for other related services.
3. Assesses and evaluates student progress continuously.
4. Prepares and submits reports in a timely manner.
5. Completes all necessary paperwork minimally 5 school days prior to the meeting, completes filing requirements, monitors implementation, and collaborates with the educational team.
6. Collaborates with the team in the development of a transition plan for students 14½ and older.

Instruction

1. Establishes a positive instructional/learning environment for students that reinforces appropriate student behavior, according to student interests and abilities, and is conducive to learning.
2. Develops plans, adapts/modifies, sequences and implements a variety of instructional activities to meet the students' individual goals/objectives on a daily basis.
3. Provides academic instruction to students based on district or MVSEC curriculum, ISBE standards and/or individual IEP goals.
4. Monitors and charts behavioral/social-emotional, academic, and functional progress of students utilizing a behavioral charting management system.
5. Establishes/implements classroom/management system for students in alignment with program expectations.
6. Establishes a varied environment which accommodates the differing manners by which children learn.
7. Maintains records and reports regarding student progress in a timely manner.
8. Demonstrates skills and abilities to assist students in developing age-appropriate social skills and behaviors in relating to peers and adults.
9. Employs appropriate instructional and/or assistive technology usage in the classroom to engage students.

Interpersonal Relations/Communications

1. Maintains cooperative, positive working relationships.
2. Reports the health status of students to appropriate school and MVSEC personnel.
3. Maintains ongoing appropriate and timely written and oral communication.
4. Attends various school and program related meetings.
5. Demonstrates a genuine interest in the student population of the cooperative.

Training/Consultation

1. Instructs, provides information or seeks appropriate support for paraprofessionals assigned to class, school district personnel, volunteers, and agency personnel.
2. Works with general education staff to foster integration of special education students as they return to their home school.
3. Participates in professional development activities in order to maintain and improve professional competence.

Knowledge, Skills and Abilities

1. Demonstrates knowledge of assessment methods, techniques, and tools for students with emotional or behavioral disabilities.
2. Demonstrates knowledge and ability to apply principles, and methods of developing an instructional and behavioral management system.
3. Demonstrates knowledge and experience teaching academic subjects and the impact of an emotional or behavioral disability on accessing the general education curriculum.
4. Develops instructional materials and employs strategies appropriate to the needs of students with emotional or behavioral disabilities.
5. Demonstrates an understanding of emotional disabilities and its implications for educational success.
6. Demonstrates knowledge and experience in teaching prosocial skills as part of the curriculum.
7. Demonstrates a genuine interest in the student population of the cooperative.

Other Professional Responsibilities

1. Participates in committees, when appropriate.
2. Demonstrates leadership in department, classroom, and school.
3. Plans and supervises class/student projects, recreational activities, extra-curricular activities, field and community trips, as appropriate.
4. Demonstrates knowledge of personal technology use, instructional technology use, and assistive technology, as appropriate.
5. Demonstrates problem-solving skills, flexibility, organizational skills, patience, creativity, flexibility, and receptivity to change.
6. Supervises students in the classroom, in school buildings, on school grounds and at social-curricular activities, as necessary.
7. Responds within 24 hours to parent, student, teacher, and administrative inquiries via phone or email during regular work week.
8. Demonstrates the ability to function as a member of an educational team.
9. Performs related duties, as assigned.
10. Maintains state requirements for licensure.

Physical Work Requirements

With appropriate accommodations and/or modifications, employees in this position must have the ability to:

1. Sit and/or stand for extended periods of time.
2. Enter data into a computer, operate standard office equipment, telephone, and student technology.
3. See computer screen and printed matter with or without accommodations.
4. Hear and understand speech at normal levels with or without accommodations.
5. Stand, walk, bend over, reach overhead, grasp, push, pull and move, lift and/or carry up to 50 pounds waist height.
6. Participate in Nonviolent Crisis Intervention methods as trained, if appropriate.
7. Work in both indoor and outdoor environments.
8. Work in an environment where privacy is limited and noise levels vary.
9. Drive to various locations and school sites, using his/her own transportation.

The above statements are intended to describe the general nature and level of work being performed by staff assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.