

... **A.E.R.O. SPECIAL EDUCATION COOPERATIVE** ...

7600 S. Mason Avenue • Burbank, IL 60459

(708) 496-3330

JOB DESCRIPTION: STAR Teacher

- Teacher of Students primarily with Autism Spectrum Disorders, intellectual disabilities, and other related impairments who require a highly structured classroom environment with an emphasis on behavior management, language acquisition / enrichment, and intense sensory supports.
- Age Range from Early Childhood to age 22

QUALIFICATIONS:

- Hold a registered, valid Illinois LBSI / Professional Educator License.
- ISBE approval requirements to teach Early Childhood Special Education where required.
- Multiple endorsements/approvals Preferred.

REPORTS TO:

- A.E.R.O. Program Supervisor and/or Building Principal

The essential functions of this position include, but are not limited to, the responsibilities and functions specified herein.

GENERAL RESPONSIBILITIES:

1. Assume responsibility for continued professional growth, to achieve and maintain high standards of professional competence.
2. Assume other duties and responsibilities as assigned by the program supervisor and/or school principal.
3. Support and act in accordance with all A.E.R.O. Governing Board goals, objectives and policies, The School Code of Illinois, and other federal and state laws.
4. Communicate using current disability-related terminology and Illinois School Code mandated terms and definitions.
5. Assume appropriate roles as adult model, classroom manager and educator.
6. Responsible for daily planning of para-educators assigned to classroom.
7. Obtain Illinois School Bus Driver Permit when requested by program supervisor/principal for purpose of transporting students to community-based activities.

8. Demonstrate knowledge of students' needs, including but not limited to: educational, medical, physical, sensory, speech/language, social/emotional, recreational, vocational, etc. as established by a multi-disciplinary team and implement as needed.
9. Maintain strict confidentiality regarding all matters pertaining to students and personnel.
10. Demonstrate effective organizational skills, time management, and flexibility in order to meet students' needs.
11. Regular and prompt work attendance.

PERFORMANCE RESPONSIBILITIES:

1. IEP / ELIGIBILITY MANAGEMENT

- A. Assume responsibility as case manager for each student as determined by the IEP/504 process, (duties may include facilitation of IEP meetings).
- B. Develop and implement Individual Educational Programs for students with varying functional levels.
- C. Evaluate and assess student functioning and progress.
- D. Keep accurate and up-to-date records and data collection for each student's performance and attendance, including but not limited to, pre- and post-testing, anecdotal records and developmental/ academic/behavioral scales.
- E. Prepare necessary written materials including goals, objectives, summaries/reports (including data summaries) for all meetings pertaining to student performance.
- F. In cooperation with the IEP team, keep parents regularly informed of their child's progress toward his/her annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

2. CLASSROOM MANAGEMENT

- A. Plan daily lesson and weekly schedules to incorporate the individual objectives and group activities into a smooth routine, with consideration for individual program emphasis.
- B. Utilize a variety of techniques and materials to develop and execute curriculum in an appropriate and beneficial fashion, including the use of augmentative communication systems (including picture exchange strategies and the use of computer technology), knowledge of researched based software, knowledge of ABA and methodologies inclusive of verbal behavior, structured teaching strategies and sensory integration strategies.
- C. Establish and maintain student behavior by utilizing positive behavior intervention strategies, including but not limited to physical intervention strategies and implementing token economy systems with consideration of individual program emphasis and student needs.
- D. Must be able to lift and / or move up to 50 lbs. and/or occasionally assist in lifting or transferring up to 100 lbs.
- E. Share in the responsibility of the physical needs of the students, including but not limited to:
 1. Positioning
 2. Feeding
 3. Toileting
 4. Lifting
 5. Transferring

6. Providing miscellaneous school health services
 7. Physical management including restraining
 8. Use of different child restraint systems required for transportation
- F. Establish and maintain ongoing communication with each student's parents through the use of parent conferences, telephone contacts, home visits, progress reports and report cards as appropriate.
 - G. Train, plan for, direct, supervise and evaluate instructional assistants.
 - H. Maintain orderliness, cleanliness and safety of instructional areas and equipment.
 - I. Supervise students during non-academic periods, including but not limited to, lunch and recreation periods as assigned by the program supervisor/building principal.
 - J. Demonstrate appropriate use and care of student's personal equipment including, but not limited to, braces, walkers, communication systems, splints, wheelchairs, etc.
 - K. Demonstrate effective collaboration skills with regular education teachers in order to modify students' assignments when necessary.

3. TEAM MEMBER

- A. Establish and maintain regular communication/planning with all school personnel involved with each student. Work directly with all related service personnel as part of an integrated educational team.
- B. Participate in meetings when appropriate including but not limited to multidisciplinary conferences and annual reviews as a member of the special education team.
- C. Coordinate efforts with special education and regular education staff to implement mainstreaming activities as appropriate for students.
- D. Assist A.E.R.O./District personnel when transitioning students from one program to another.