

TEACHER – Learning Behavior Specialist (LBS)

Purpose Statement

The job of Teacher - LBS was established for the purpose/s of providing support to the instructional process by serving as a teacher with specific responsibility for developing special education students' success in academics, interpersonal, daily living, and post-secondary outcomes; supervising students within the classroom other assigned areas; developing lesson plans and delivering group and individual student instruction within established curriculum guidelines and Individual Education Program (IEP); collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

This job reports to Principal/Assistant Principal/Department Instructional Coordinator (IC)

Essential Functions

- Instructs students and carries out the student's IEP as written for the purpose of providing specialized instruction and learning outcomes in a safe and optimal learning environment.
- Plans and delivers curriculum for the purpose of providing students with instructional content materials that address IEP goals/objectives, BIP, individualized learning styles within established lesson plans.
- In capacity as case manager, facilitates IEP meetings, writes appropriate goals and objectives, collects data, and reports progress for the purpose of assessing goal attainment.
- Ensures accommodations are taking place in a student's school/learning environment for the purpose of compliance with IDEA regulations and practices.
- Administers testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Assesses student progress towards IEP goals/objectives, expectations, and/or goals for the purpose of measuring goal attainment and providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes and achieving established classroom objectives in support of the school improvement plan.
- Organizes age appropriate activities for the purpose of ensuring student participation in learning activities.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations, student's achievements, developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Communicates with students who have been absent for the purpose of making adjustments and accommodations for learning, assessments, and other activities.

- Implements academic, behavior, health plans, 504 plans, IEP's, etc. (e.g. Literacy activities, stories, songs, math/science activities, art, etc.) for the purpose of ensuring compliance with regulatory requirements, established guidelines, and performance standards and encouraging parent involvement.
- Coordinates a variety of activities (e.g. field trips, transportation, lesson plans, etc.) for the purpose of ensuring the availability of equipment, materials and personnel to achieve objectives.
- Counsels students for the purpose of improving performance, work/study habits, problem solving techniques and a variety of academic and/or social/emotional issues.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements per the IEP.
- Directs student teachers, educational assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Models conversation, manners, cleanup activities, listening skills, etc. for the purpose of demonstrating appropriate social and interpersonal behavior.
- Actively participates in a variety of meetings and professional development opportunities (e.g. staff development, institute days, department meetings, etc) for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of written materials (e.g. reports, IEP's, FBA, BIP, grades, attendance, anecdotal records, lesson plans, substitute plans, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to School Code and school policies.
- Responds to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution.
- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues and providing information and/or direction.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to read technical information, compose a variety of documents, and/or facilitate group discussions and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include; appropriate codes, policies, regulations and/or laws, age appropriate activities, lesson plan requirements, stages of child development, and behavioral management strategies, IDEA rules and regulations, purpose and creation of FBA, BIP.

ABILITY is required to schedule activities, meeting, and/or events, gather, collate, and/or classify data and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances, work with data utilizing defined but different processes, and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups, work with a variety of data, and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines, and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours,

Responsibility

Responsibilities include working independently under broad organization guidelines to achieve unit objectives, leading, guiding, and/or coordinating others, and operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions required the following physical demands; significant lifting, carrying, pushing, and/or pulling; some climbing and balancing; some running, stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 30% sitting, 30% walking, and 40% standing. This job is performed in a generally clean and healthy environment. Some assignments may require exposure to chemicals, specific materials, foods, etc. The job is performed under minor temperature variations. Assignments with younger students may require ability to sit on the floor, bend more frequently, and assist students with basic functions such as tying of shoes, zipping/buttoning coats, etc.

Ability to lift up to 50 pounds on occasion required.

Traveling teachers are required to provide their own transportation between locations.

Qualifications and/or Experience

Education

Bachelor's degree or equivalent

Required Testing

Pre-employment TB Test and Statement of Good Health as required by Illinois School Code

Certificates & Licenses

Valid Illinois Teaching Certificate for grade level with appropriate endorsement and Highly Qualified Status for the assignment.

Clearances

Criminal Justice Fingerprint/Background Clearance as required by Illinois School Code and/or BOE policy

FLSA Status

Exempt