



# Eastern Illinois Area of Special Education

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## POSITION DESCRIPTION: On TRACC Teacher

<b>PROGRAM/DEPARTMENT:</b>	On TRACC / Adult LIFE
<b>HOURLY/SALARY:</b>	Salary
<b>JOB CLASSIFICATION:</b>	Professional
<b>SUPERVISORY RESPONSIBILITIES:</b>	None
<b>REPORTS TO:</b>	Department supervisor
<b>TERM OF EMPLOYMENT:</b>	180 days-plus additional days of training if required

### JOB SUMMARY:

The teacher is responsible for student growth towards their preparation for post secondary goals in the areas of education, employment and/or training, and independent living. The On TRACC Classroom Teacher is responsible for providing individualized instruction to students with disabilities ages 18-22, focusing on their individualized transition plans and goals. The teacher will facilitate life skills, job skills, and job-seeking skills through classroom instruction, community-based experiences, and workplace readiness training. The role requires collaboration with families, employers, and community agencies to ensure students gain independence towards their post secondary goals.

### ESSENTIAL QUALIFICATIONS:

The On TRACC Teacher shall:

1. Currently have a registered and valid Learning Behavior Specialist I professional educator license in Illinois.
2. Thorough understanding of IDEA and transition planning for students with disabilities.
3. Experience working with transition age (14 ½-22) students.
4. Thorough knowledge of community-based programs, school-to-work programs and agency linkages.
5. Ability to work collaboratively with students, parents, educators, administrators, employers and agency representatives.
6. Possess outstanding organizational and communication skills (written and verbal).
7. Ability to provide leadership and direction for job coaches.
8. Possess a positive attitude.
9. Ability to listen, communicate and work well with a diverse group of individuals and students.
10. Be emotionally, mentally and physically capable of performing the essential functions of the job.
11. Have a valid Illinois Driver's License.
12. Obtain and maintain an Illinois School First Division Driver permit.

### ESSENTIAL JOB FUNCTIONS:

To perform this job successfully, an individual must satisfactorily perform each of the essential job requirements listed below. Reasonable accommodations may be made to enable a qualified individual with a disability to perform his or her job functions. A qualified individual is a person who, with or without reasonable accommodations of his or her disability, meets the essential qualifications and can perform the essential job functions of his or her position of employment.

**POSITION DESCRIPTION: On TRACC Teacher**

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The On TRACC teacher shall:

- 1.a. Be able to read, comprehend, and apply complex, multi-step written instructions that are characteristic of textbook manuals, curriculum guides, computer programs, memos, technical manuals, and other teaching materials, job descriptions, work rules, special education rules and regulations, and Board of Education policies and regulations.
- 1.b. Be able to talk, listen, and understand conversations and effectively present information and respond to questions from groups of students, staff, or the general public. This employee must be able to effectively communicate in multidisciplinary staffings, IEP meetings, and special education due process hearings.
- 1.c. Be able to write understandable, logical, sequential, and well-organized special education reports, correspondence, IEPs, etc.



- 2.a. Possess knowledge of core subjects and be able to apply math skills to solve problems and express ideas across disciplines. This employee must be able to plan, prepare, and implement instruction in accordance with the IEP; and evaluate students' growth and achievement in mathematics in line with IEP goals.
- 2.b. Be able to perform mathematical calculations in order to calculate grades and levels of achievement.
- 2.c. This person must be able to interpret statistical data in chart or graph form, summarize statistical information, draw valid conclusions, and communicate complex statistical measurements in simple terms.



- 3.a. Closely supervise students, being especially alert and responsive in unstructured situations such as transitions between classes, field trips, etc.
- 3.b. Implement low-profile strategies for de-escalation to address/ correct minor or major instances of misbehavior in a variety of situations.
- 3.c. Assume responsibility for the safety, well-being, and productivity of students.
- 3.d. Be prompt and thorough in completing assignments and attend to details accurately and efficiently. This employee must be flexible; able to tolerate frequent interruptions and changing demands in an active work environment. This person must be able to see the total picture and to prioritize tasks in order of importance and alter and refine plans quickly when the need arises.
- 3.e. Make reasonable and prudent judgments in regard to mandated child abuse reporting to DCFS.
- 3.f. Make reasonable and prudent administrative decisions in the absence of an administrator regarding student injuries or illness.
- 3.g. Anticipate problems and apply knowledge in predictable and unpredictable situations. This person must be able to define problems, collect data, establish facts, and draw valid conclusions.



- 4.a. Demonstrate warmth, patience, and understanding with students and others especially those with severe social, emotional, physical, behavioral and learning disabilities.
- 4.b. Instruct students in a professional manner in the acquisition of social skills.
- 4.c. Demonstrate a positive attitude, good humor, and a reasonable sense of control over situations that helps convey the attitude that school can be fun and rewarding.
- 4.d. Work in a courteous, cooperative, and professional manner with co-workers and other employees, parents, and the public, continuously meeting multiple demands from several people.
- 4.e. Be attired in clothing appropriate to the position and be clean and well groomed.



**POSITION DESCRIPTION: On TRACC Teacher**

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- 5.a. The teacher must be poised and effective in emotionally charged situations.
- 5.b. Make rational and logical decisions consistent with training during stressful situations.
- 5.c. Use eyes, hearing and other senses to instantly size-up situations in regard to student safety, observe employee performance, etc. The Teacher must be able to visually monitor activities at a distance.
- 5.d. Be able to hear and understand conversations in a quiet environment and be able to tell where a sound is coming from.
- 5.e. Be able to physically monitor program activities. The teacher must be able to stand, squat, stoop, kneel, walk, climb stairs, sit for long periods of time, and bend or twist at the trunk while performing the duties of this job.
- 5.f. Be physically capable of independently lifting instructional materials and equipment weighing up to 25 lbs. repeatedly throughout the work day, and occasionally, pushing, pulling or otherwise moving and lifting as much as 50 lbs. such as a table, audiovisual cart, or box of instructional materials or supplies. This employee must also be able to perform other physical movements such as standing, walking, bending and kneeling when necessary to deliver services to students.
- 5.g. Be able to reach above the head and forward with hands and arms and fingers to handle or feel objects such as instructional materials, tools, adaptive equipment or controls, pencils & pens, computers, audio-visual equipment, etc.
- 5.h. Engage in the following specific tasks in a professional manner:
  - Displaying solid knowledge of important concepts in the discipline, accurate understanding of prerequisite relationships and familiarity with a wide range of effective teaching approaches in the subject
  - Using an Individualized Education Plan (IEP) to guide instruction, develop and implement lessons ensuing from IEP goals that are sequenced to facilitate learning
  - Understanding the active nature of student learning and levels of development of individual students/ groups
  - Acquiring knowledge from several sources about students' development and varied approaches to learning, knowledge and skills, special needs, interests, and cultural heritage
  - Creating outcomes that reflect rigorous and important learning in the discipline which are clearly written in the form of student learning
  - Developing viable methods of assessment
  - Developing outcomes reflect several different types of learning and opportunities
  - Setting expectations for outcomes which include differentiated instruction
  - Displaying awareness of resources beyond those provided by the school or EIASE, including technology/Internet for classroom use and for extending one's professional skills, and seeks out such resources
  - Preparing learning activities that are aligned and sequential to instructional outcomes
  - Preparing learning activities with reasonable time allocations
  - Preparing learning activities that provide significant cognitive challenge
  - Preparing learning activities with differentiation for individual/groups
  - Preparing and utilizing assessment methodologies that are adapted for individual/groups of students
  - Preparing clear assessment criteria and standards
  - Communicating expectations to job coaches
  - Regularly planning activities that are academically engaging for job coaches to implement throughout the day
  - Planning for duties for job coaches when students are gone
  - Demonstrating friendliness, caring and respect in teacher- student interactions
  - Ensuring interactions are appropriate to the ages, culture, and developmental level of students
  - Responding to disrespectful behavior between students
  - Holding high expectations for both learning and hard work
  - Ensuring students understand their roles as learners
  - Establishing effective classroom routines and procedures with little loss of instructional time
  - Monitoring student behavior
  - Responding to student behavior consistently, respectfully, and effectively
  - Developing an FBA and BIP when appropriate

- Sharing FBA and BIP with all relevant staff
- Establishing a safe classroom environment with equal access to learning activities for all students
- Ensuring that the furniture and equipment arrangement is appropriate to the learning activities for all students
- Establishing a culture of learning, behavioral expectations, and organization of space within the classroom
- Consistently setting an example for the job coach and addressing any negative issues impacting the educational environment
- Clearly communicating the instructional purpose of the lesson
- Ensuring that the explanation of content is scaffolded, clear, and accurate and connects
- Ensuring that spoken and written language is clear, correct and suitable to students' ages and interests
- Using questions designed to promote student thinking and understanding, allowing adequate time for student responses
- Using questions designed to promote discussion and student engagement
- Guiding discussion to promote higher level thinking skills
- Designing learning activities that are aligned with the instructional outcomes and designed to challenge student thinking resulting in active intellectual engagement
- Developing lessons that have a clearly defined structure and pacing appropriate to individual needs
- Clearly stating assessment criteria
- Using assessment and questioning regularly to diagnose evidence of learning
- Providing feedback to students that is accurate and specific
- Engaging some students in self-assessment
- Making minor adjustments to lessons when needed
- Accommodating students' questions and interests, drawing on a broad repertoire of strategies
- Persisting in reaching students who have difficulty learning
- Frequently monitoring job coach performance
- Accurately assessing lesson effectiveness and the extent to which it achieved instructional outcomes & making specific suggestions for improvement
- Effectively establishing systems for maintaining information on student completion of assignments, student progress in learning and non-instructional records
- Submitting records in a timely manner
- Requiring all classroom staff to assist in data collection
- Providing frequent and appropriate information to families about the instructional program and student progress in a culturally sensitive manner
- Making some attempt to engage families in the instructional program
- Establishing relationships with colleagues characterized by mutual support and cooperation
- Actively participating in professional inquiry
- Voluntarily and substantially participating in and contributing to school events and school and EIASE projects
- Seeking opportunities for professional development to enhance knowledge and skill
- Actively engaging with colleagues and supervisors in professional conversation and feedback about practice
- Actively participating in assisting other educators
- Displaying high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public
- Complying with school and EIASE regulations
- Being consistently punctual, professionally dressed and practices good hygiene
- Consistently monitoring paraprofessional behavior
- Promptly addressing any unprofessional behavior displayed by a job coach

**POSITION DESCRIPTION: On TRACC Teacher**

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- 6.a. The teacher shall safeguard district equipment, materials and facilities; use time and resources effectively
- 6.b. The teacher shall respect confidentiality and restricted information, such as information found in student records
- 6.c. Be free from any serious infectious or communicable disease that is likely to be transmitted to children or others in the course of employment
- 6.d. The teacher shall be regular and punctual in job attendance
- 6.e. Perform other job-related duties as assigned by administration

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**ADDITIONAL DUTIES:**

In addition to the essential job functions as listed above, this employee shall perform such additional duties as requested by the supervisor or administrator including but not limited to the following:

- Must be able to work early morning and evening hours in the event of open house / IEP meetings, etc.
- Be physically able to participate in restraint of students
- Be able to come to the aid of staff in jeopardy of harm
- Be conscious and proactive regarding personal safety
- Be able to participate in training as required by the Illinois State Board of Education
- Must be able to make home visits
- Be willing to consistently enforce the program guidelines outlined in the student handbook
- Network with businesses to promote effective school-community partnership
- Build and maintain relationships with state and local community groups and agencies to ensure appropriate services for students with disabilities who are planning to age out
- Coordinate the administration of age appropriate transition assessments
- Implementation of student-led Transition/IEP meetings
- Promote the inclusion of related service providers in the school as key members of the Transition Team. These individuals include, OT, PT, Speech, Social Work, Psychologists, Guidance Counselors and School Resource Officers
- Advocate for community integration and least restrictive environments in transition planning
- Map timelines and resources for families to access post high school services
- Maintain a structured yet adaptable schedule to support students as they transition from various community based learning experiences