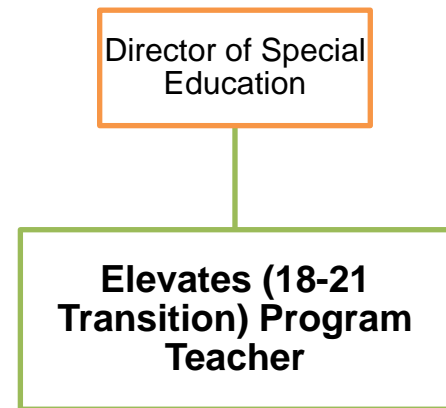


ELEVATES (18-21 TRANSITION) PROGRAM TEACHER

Job Title:	Elevates (18-21 Transition) Program Teacher
Initial:	July 14, 2018
Revised:	
Work Year:	182
Office:	Education
Department:	Individualized Education
Reports To:	Director of Special Education
FLSA Status:	Exempt
Pay Range:	Licensed Pay Schedule

Related Organization Chart



POSITION SUMMARY: The Elevates Program Teacher provides comprehensive and specialized instruction to students in the Elevates Transition Program for special education students 18-21 years of age that have developmental and physical disabilities and are determined to be eligible for transition services by their special education team. Instruction is provided across all environments including the classroom, community, building, and job site. The teacher provides special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. The Elevates Program Teacher develops or modifies curricula and prepares lessons and other instructional materials to student ability levels.

ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending on building assignment and other factors.

- Facilitates transition programming (administers career skill and interest inventories, conducts career exploration activities, and provides vocational programming) for students who are eligible for special education services and for whom the IEP team has established transition goals and objectives.
- Works closely with High School and Middle School Administrators, teachers, and guidance counselors to facilitate transition programming.
- Networks with all appropriate community agencies and organizations.
- Attends IEP meetings in the role of transition teacher/facilitator.
- Ensures that the IEP team develops and implements the transition outcomes, instructional areas, and services needed for students with disabilities.
- Conducts teaching responsibilities as needed.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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- Coordinates school and community work-based learning opportunities.
 - Identifies job placements appropriate for student's needs.
 - Monitors student job performance based on student need as designated in the IEP.
 - Coordinates the teaching of daily living skills.
 - Develops and maintains a working relationship with businesses, agencies, and organizations which provide post-secondary services for students with disabilities.
 - Communicates with parents, students, staff, community/adult service providers and agencies about issues related to the successful transition of special education students into post-secondary adult life.
 - Serves as a resource to families, parents, and students in accessing transition services as well as providing information about transition topics.
 - Keeps records of appropriate documentation during the transition process.
 - Works with Office of Vocational Rehabilitation and guidance counselors to assist parents and students with the post-secondary enrollment process as requested.
 - Communicates frequently with parents. Elicits parent input in educational planning and implementation.
 - Designs, revises, and maintains a class schedule consisting of activities developed from student IEP goals/objectives. Provides instruction in integrated environments.
 - Provides opportunities to interact with peers to form friendships and support networks.
 - Implements programs and procedures recommended by transdisciplinary team members and per the student's IEP.
 - Demonstrates team leadership skills for a group of paraprofessionals.
 - Demonstrates a consistent method of assessing student growth via the use of clear criteria and is congruent with student goals. Collects and summarizes performance data on an ongoing basis.
 - Collaborates with team members to report on student progress by the established timelines.
 - Participates in Transition Planning meeting and implements movement to adult services for exiting students.

Supervision & Technical Responsibilities:

- This position supervises Job Coaches.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- Bachelor's degree in special education

Experience:

- 1-3 years' experience in a special education classroom, secondary preferred

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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- Ability to manage multiple priorities and tasks with frequent interruptions.
 - Ability to communicate effectively with various stakeholders.
 - Ability to understand and follow complex oral and written instructions.
 - Ability to perform responsibilities without the necessity of close supervision.
 - Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Colorado Department of Education Special Education License

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office, school or business environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.