

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION**

Job Title: Special Populations Virtual Liaison/
Transition and Work-Based Teacher

Department: Instruction

Calendar: 200 Day

Grade: Teacher Pay Scale

Date: August 2020

Reports To: Director and Lead
Coordinator of Special Populations

Purpose of Job

The Special Populations Virtual Liaison/Transition/Work-Based Learning Teacher is a split position with dual purposes. The purpose of the Virtual Liaison position is to provide support for students attending school through the virtual setting by: collaborating with school-based and the K-12 Virtual Coordinator; providing professional learning opportunities; providing training to parents and students; and researching best practices to meet students' needs. The purpose of the Transition/Work-Based Learning Teacher is to provide transition and work-based learning (WBL) services to students who have an Individualized Education Plan (IEP) through roles and responsibilities listed below.

Essential Duties and Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Assists Coordinator of Special Populations with the coordination of transition Services for students with an IEP in middle and high schools.

Organizes and keeps track of all vocational tasks at schools and at Central Services South.

Serves as a resource for administrators, teachers, students, parents and others for transition plan development.

Gathers and utilizes data to report program status.

Supervises interns and students with an IEP, served by outside service providers.

Identifies and creates solutions for behavioral concerns that interfere with gaining and maintaining employment.

Special Populations Virtual Liaison/Transition and Work-Based Teacher

Instructs students in the area of employability skills, such as communication, problem solving team-work, grooming, budgeting and self-advocacy.

Monitors and records daily attendance at work sites; teaches students to independently inform departments of absences/tardiness.

Participates in conferences with teachers, students, employers and parents as needed.

Develops work portfolios for interns and students with an IEP, enrolled in WBL courses.

Collects data and assists in maintaining SKEMAs for interns receiving an Occupational Diploma.

Implements the individual program for each student using a variety of teaching techniques.

Keeps accurate, up-to-date records pertinent to the program for students with an IEP receiving services.

Reports to assigned locations at designated times.

Plans interventions that address the individual needs, interests, and abilities of the students.

Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.

Prepares for assigned classes and shows written evidence of preparation.

Assesses the progress of students on a regular basis and provides progress reports as required.

Takes all necessary and reasonable precautions to protect students, equipment, materials, facilities, and confidentiality of records.

Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.

Assists the administration in implementing all policies and rules governing student life and conduct.

Develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.

Assures all legal requirements for the WBL training have been met.

Evaluates the job market regularly to secure additional training stations.

Submits required documents to the state and maintains student WBL files.

Assists with Work Based Learning training and supervision.

Visits WBL training stations to confer with training sponsors concerning student performance and progress.

Implements procedures with high school special education staff to meet the WBL needs of high school students with IEPs.

Collaborates with Special Education Leadership, Administrators, and Virtual School Coordinator for the implementation, success, sustainability, and accessibility of full-time, online learning for students with disabilities.

In collaboration with Special Education Leaders, Principals, and Virtual School Coordinator, plans instructional programs and the implementation of research-based best practices for virtual special education teachers.

Develops and implements communication processes for the transfer of students with disabilities into or out of the virtual setting to maintain IDEA compliance.

In collaboration with Special Education Leaders and virtual campus enrollment teams, develop procedures for a special education student transfer in and out of the virtual school.

Develops and implements best practices for special education student engagement with teachers in a virtual school model.

Assists with the planning and logistics of special education student's instructional services within the virtual school setting.

Develops and leads the training of special education teachers and staff using CMCSS school virtual learning platform.

Develops and leads communication, orientations, and engagement practices for parents to foster a strong partnership between school staff and families of a student with disabilities enrolled in the virtual school.

Supports online special education teachers with course creation and implementation of instruction in the virtual school model.

Collaborates and develops procedures and expectation for communication between special education case managers and virtual teachers.

Collaborates with Special Education Leaders to develop and implement virtual IEP meeting procedures, professional standards, and responsibilities for teachers during virtual IEP meetings.

Develops documentation procedures for virtual special education teachers related to tracking student progress, parent-teacher communication, and other student-focused information.

Trains staff on FERPA compliance standards in virtual models to include email communication, notes, and other written information about a student with a disability to protect the privacy and confidentiality of the special education students enrolled in the virtual school.

Assists special education teachers in using instructional tools promoting special education student engagement and accessibility to the virtual curriculum and instruction.

In collaboration with Special Education Leaders, Virtual School Coordinator, and Principals, develop expectations and procedures for special education teachers to report noncompliance of a special education student's participation in instructional services mandated by student's IEP while enrolled in the virtual school.

Acts as the Special Education Virtual point of contact

Using data, monitor instructional practices, and its impact on special education student learning within the virtual school setting.

Assists with the coordination and logistics of state testing for virtual special education students

Creates procedures and systems to track data related to the overall performance of students with special education

In collaboration with Special Education Leaders, teachers, and district partners, explore workbase learning opportunities for CMCSS student interns.

In collaboration with Special Education Leaders, teachers, and district partners, develop remote vocational instructional opportunities for students with disabilities

In collaboration with Special Education Leaders, and the district technology department, develop a communication process for students and family's needs related to training, equipment, or resources to ensure students have an optimal opportunity for engagement and learning in the virtual school setting.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

Minimum Training and Experience Required to Perform Essential Job Functions

- A minimum of a Bachelor's Degree with TN Teacher Certification.
- Teacher must hold Special Education Endorsement.
- Teacher must hold valid driver's licenses.
- Teacher must complete or have completed the Work- Based Learning Certification.

KNOWLEDGE OF JOB

- Displays considerable knowledge of the policies, procedures, and activities of the school system, as well as state and federal requirements pertaining to the performance of duties.
- Develops and implements long-term goals.
- Stays current on any changes in statutes, policies, procedures, and methods as they pertain to public education.
- Effectively communicates and interacts with supervisors, members of the general public, and other stakeholders involved in the operation of the school system.
- Collects and disseminates information in a concise, clear, and effective manner.
- Exhibits strong organizational, management, interpersonal, and technical skills.
- Uses sound independent judgment and discretion in daily activities.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION: Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision

NUMERICAL APTITUDE: Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, hand tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date