



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: **Teacher of the Transition from School to Work Program (TSW)**
@ Public Day School

Position Type: Certified	Department: School
Salary Schedule: Certified	Location: Public Day School
Reports to: Transition Coordinator and Principal	
Term of Employment: 10 months	Shift: Day
Approved By: Human Resources	Date: September 8, 2020

POSITION SUMMARY:

To work in a partnership with students, staff, parents and the community in accordance with the district's vision and mission to promote student achievement. Contributes to the Deer Valley Unified School District's goal to plan and provide transition services for students with disabilities.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Is available to drive students in a district vehicle to activities outside the school day (possible evenings and weekends) including, but not limited to, job shadows, job coaching, volunteering, and work experience.
- Participates in fiscal planning and management activities associated with interfacing the Transition from School to Work Program (TSW) with school budgets.
- Works collaboratively with the Human Resources Department in hiring, supervising, and evaluating the TSW Transition Technician(s).
- Communicates regularly with school district administrators and individual school administration concerning the status of the TSW Program.
- Works collaboratively with the campus Special Education Strategist to ensure that transition services are provided to all TSW eligible students.

- Develops the individualized Transition plans, as part of the IEP for all eligible TSW students.
- Develops, implements and collaborates with community members in the development of video repositories for digital learning (virtual job shadows, informational interviews, career fairs, job tours, how to videos, etc).
- Consistently demonstrates the ability to meet deadlines
- Demonstrates the ability to be proactive and problem solve complex issues.
- Establishes and demonstrates professional communication in all settings, as a role model for professional behavior for students.
- Maintains confidentiality of all staff and student information.
- Demonstrates the ability to use various media modalities to support instruction.
- Establishes a public relations and marketing scheme that educates administrators, teachers, parents and students to the TSW Program.
- Coordinates activities associated with the recruitment and screening of potential TSW Program students.
- Collaborates with the TSW team on procedures necessary for determining student eligibility.
- Assists the TSW team and the student in initial transition planning for the Individual Plan for Employment for eligible students.
- Orchestrates transition planning with students, TSW staff, parents, school district personnel, related support services, and appropriate adult services.
- Identifies needs for school and community-based instructional programs in vocational, independent living, and personal/social content areas that complement the student's job training goals.
- Identifies and analyzes student's abilities and serves as a liaison with local community job sites and post high school colleges and universities to develop a variety of appropriate work-based learning/training options for participating students.
- Implements a system for follow-up/support of any TSW student/client that are no longer receiving services through the TSW Program, or whose file may be closed by Vocational Rehabilitation (VR).
- Assumes a leadership role in the planning and documentation of all TSW team activities.
- Attends all training seminars offered by VR and ADE regarding TSW procedures and practices, as approved by the Transition Coordinator.
- Assumes responsibility for the marketing and public relations associated with TSW Program in the community, and assists with statewide marketing at training seminars and conferences.
- Networks with school and community personnel providing employment and transition services in accordance with the Program and the Workforce Innovation and Opportunity Act of 2016.
- Establishes and monitors procedures that ensure effective case management of TSW students by Transition Technicians.
- Schedules and participates in Multi-disciplinary Conferences, IEP Meetings and Parent conferences as needed or appropriate.

- Develops and revises IEP transition plans for students as necessary.
- Coordinates and schedules timely IEP/transition meetings with appropriate related service providers.
- Assumes responsibility for the IEP's of which the teacher is assigned.
- Writes compliant IEP paperwork and adheres to IEP timelines.
- Collects and produces data regarding IEP progress toward transition activity progress and sends a copy of the progress towards home to parents on a quarterly basis.
- Implements record-keeping procedures that ensure proper documentation of TSW activities and that demonstrate collaboration between VR and the School, and maintains records and reports required for compliance with State, Federal and administrative regulations.
- Adheres to all guidelines and protocols pertaining to confidentiality and student records
- Helps evaluate the effectiveness of the program from the perspectives of relevant stakeholders, including students, parents, employers, schools and rehabilitation counselors.
- Collects and shares program data regarding outcomes to Transition Coordinator, Campus, District Administrators.
- Works with Student Support Services personnel to implement student transition plans/services, consistent with IDEA, state law and district policies.
- Effectively collaborates with TSW staff at other schools and with District TSW/ Transition Coordinator.
- Effectively manages classroom procedures and student behavior.
- Communicates professionally and accurately with all audiences.
- Reflects on teaching and various techniques and approaches accordingly.
- Communicates professionally with parents, students, staff, and administrators.
- Must be flexible with schedule time to accommodate student needs.
- Must meet any additional specific job requirements as indicated by the school.

Instruction:

- Demonstrates knowledge of students and individualizes appropriately.
- Selects and writes appropriate instructional goals and designs and implements coherent instruction.
- Utilizes all available resources including multi-media to enhance instruction.
- Effectively assesses student learning using a variety of formal/informal assessment strategies.
- Develops comprehensive lesson plans, including differentiation, for the TSW classes.
- Designs and delivers effective instruction related to the TSW transition curriculum that aligns with State Standards and District curriculum.
- Uses effective questioning and discussion techniques.
- Engages students in meaningful learning using a variety of strategies.
- Provides useful and timely feedback to students.
- Reflects on teaching and varies techniques and approaches accordingly.

- Provides differentiated instruction for students of all abilities.
- Uses effective motivational techniques.
- Develops work-based learning opportunities for students, both on campus and in the community
- Utilizes a variety of methods to deliver instruction, including multi-media.
- Places emphasis on both student achievement and well-being.

Professional Expectations:

- Establishes a culture for learning and creates an environment of respect and collaboration.
- Effectively manages classroom procedures.
- Effectively manages student behavior and implements behavior plans as written.
- Effectively manages and trains TSW Technicians
- Schedules and facilitates weekly team meetings, including Vocational Rehabilitation staff.
- Optimizes physical space and resources for safety and usage.
- Demonstrates flexibility and responsiveness.
- Maintains and reports accurate records and data.
- Engages students in meaningful learning utilizing a variety of modalities.
- Communicates professionally with parents, students, staff and administrators.
- Contributes to the school and district by participating on committees and developing program growth opportunities.
- Maintains confidentiality in all matters
- Participates in professional growth opportunities.
- Demonstrates professionalism at all times.
- Works cooperatively with all staff members.
- Must be flexible with schedule time to accommodate student needs.
- Must meet any additional specific job requirements as indicated by the school.
- Provide support to students, staff and community with transition needs including but not limited to DVUSD campuses.
- Follows all administrative procedures and policies of the school, program and district

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.
- Provides substitute coverage as assigned by the supervisor on an as needed basis.

SUPERVISORY RESPONSIBILITIES:

- Supervises and evaluates any assigned Transition Technician, paraprofessionals and/or aides.
- Supervises students.

- Supervises any assigned parent volunteers or chaperones.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies, as well as, program documentation.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job, including current legislation.
- Must maintain a well-groomed appearance.
- Must have knowledge of computers, iPads, and Google applications.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must hold a valid Arizona Special Education teaching certificate.
- Career and technical background preferred.
- Must attain SEI endorsement as required by Arizona Department of Education.
- Must have a valid driver's license and ability to pass requirements to drive a district vehicle, including a MicroBird.
- Must be trained in Non-violent Crisis Intervention.

EDUCATION AND/OR EXPERIENCE:

- Bachelor's degree (BA) from a four-year college or university.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.

- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and target areas for improvement.

PHYSICAL DEMANDS:

- Must be able to pass the Microbus (ADOT) physical examination and practical exam, to drive TSW/District vehicles.
- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Must be physically able to appropriately restrain students if there is the need for protection of staff and students.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.