



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: Teacher of the Transition from School to Work Program (TSW)

Position Type: Certified	Department: Student Support Services
Salary Schedule: Certified	Location: High School Sites
Reports to: Transition Coordinator and Principal	
Term of Employment: 10 months	Shift: Day
Approved By: Human Resources	Date: August 4, 2021

POSITION SUMMARY:

The Transition from School to Work Teacher provides classroom instruction to eligible students, using a DVUSD developed transition curriculum and high leverage practices. This unique position works in partnership with students, staff, parents and community agencies/organizations in accordance with the District's vision and mission to promote student achievement. The Transition from School to Work Teacher will identify and assist in developing career exploration/work-based learning opportunities for students both on campus and in the community.

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:

- Works collaboratively with campus administration and special education staff to identify, recruit, and assist students/parents in the application, intake/eligibility and scheduling/delivery of services for VR/TSW students.
- Establishes a public relations and marketing scheme that educates administrators, schools staff, students and parents about the TSW program. Including, the marketing and public relations associated with local and statewide organizations/businesses.
- Identifies and analyzes student's abilities and serves as a liaison between local community job sites/post-secondary educational institutions to

develop a variety of work-based learning/training opportunities for eligible students.

- Develops individualized and comprehensive IEP transition plans for students, including the development and progress reporting of coordinated transition activities in accordance with IDEA and State/District reporting requirements and attendance at all IEP meetings.
- Implements record keeping procedures that ensures proper documentation of TSW activities, maintains accurate records and reports required for compliance with State, Federal and Administrative regulations.
- Evaluates Transition Technicians (in collaboration with the Lead Transition Technician), while also establishing and monitoring procedures that ensure effective case management of TSW students by the Transition Technician.
- Develops, implements and collaborates with community members in the development of multimedia elements within the program, such as video repositories for digital learning.
- Establishes and demonstrates professional communication in all settings, both oral and written.
- Maintains and adheres to all guidelines and protocols pertaining to confidentiality of all staff and student information.
- Orchestrates transition planning with students/families, TSW staff, school district personnel, related support staff and agency representatives.

Instruction:

- Demonstrates the ability to individualize student instruction, including the use of various media modalities to support/supplement instruction.
- Implements student learning objectives and instruction as outlined in the TSW course curriculum.
- Effectively assesses student learning using a variety of formal/informal assessment strategies/tools and provides timely and effective feedback.
- Develops comprehensive lesson plans, including the differentiation of instruction for individual student needs.
- Delivers effective instruction, utilizing high leverage practices and the essential elements of instruction for all TSW classes.
- Acts as substitute teacher in the absence of fellow TSW Teacher, or as assigned by the TSW Coordinator/Campus Administrator.
- Reflects on teaching practices and varies techniques/approaches accordingly.
- Uses effective motivational and questioning/discussion techniques to support student engagement and learning.

- Places emphasis on both student achievement and social/emotional learning for all students.

Professional Expectations:

- Establishes a culture for learning and creates an environment of respect and collaboration.
- Effectively manages classroom procedures, including student behavior.
- Provides clear expectations and consistently monitors/provides feedback to Transition Technicians.
- Schedules, plans and facilitates weekly team meetings, including Vocational Rehabilitation staff.
- Demonstrates professionalism at all times, including communicating clearly and professionally with all audiences, both verbally and in writing.
- Maintains accurate records of personal and student activities in accordance with TSW/VR reporting requirements.
- Contributes to the school and District by participating on committees and developing program growth opportunities (while following all administrative procedures and policies of the School, TSW Program and District).
- Optimizes physical space and resources for safety, efficiency and student use.
- Must meet any specific job requirements as indicated by school administration as well.

MARGINAL DUTIES:

- Communicates regularly with school district administrators and individual school administration concerning the status of the TSW Program.
- Consistently demonstrates the ability to meet deadlines.
- Demonstrates the ability to be proactive and problem solve complex issues.
- 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.
- 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 and District/School Administrators.

- Effectively collaborates with TSW staff at other school sites and District Transition Coordinator.
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job duties as assigned by Campus Administration/Transition Coordinator.

SUPERVISORY RESPONSIBILITIES:

- Provides direct supervision and evaluation of any assigned Transition Technicians, in collaboration with the Lead Transition Technician.
- Supervises students in work based learning activities both on campus and in the community.
- 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 effective instruction, including high leverage practices and program documentation.
- Must be organized, detail oriented and self-motivated.
- Ability to work effectively under time constraints in high pressure situations.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must have the desire and commitment to remain current on information pertinent to the job, including current legislation and services.
- Must maintain a well-groomed and professional appearance at all times.
- 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 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must hold a valid Arizona Special Education teaching certificate.
- Career and Technical Education background preferred.
- Must attain SEI endorsement as required by the Arizona Department of Education.

- Must have a valid driver's license and ability to pass requirements to drive a District vehicle, including a medical physical to operate the Microbus.

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 procedural manuals.
- Demonstrate the ability to write routine reports and 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 complex situations where limited standardization exists.
- Ability 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, stoop, reach and manipulate objects using hands and fingers.
- Must be able to walk and occasionally climb or balance, kneel, or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close/distance vision, peripheral vision, depth perception and ability to adjust focus.

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.