

WORTH SCHOOL DISTRICT 127

DISTRICT OFFICE

DR. ROSEMARY LUCAS ADMINISTRATIVE CENTER

11218 SOUTH RIDGELAND AVENUE

WORTH, IL 60482

708.448.2800
FAX 708.448.6215

June 22, 2018

NOTICE OF VACANCY

Special Education Teacher 2 Full-time Positions Worth Elementary School

REPORTS TO:

Principal

QUALIFICATIONS:

1. Bachelor's Degree, at minimum, with emphasis on the education of students with disabilities.
2. Appropriate licensure as required by Illinois law with at least a full LBSI license.
3. Belief in an integrated classroom system, and the ability to monitor progress of special education students in a general education environment.
4. Demonstrated knowledge of best practices in the instruction of students with disabilities, and interest or experience in a co-teaching model.
5. Experience with the IEP process and the assessment of students with disabilities.
6. An interest and/or experience in the development of student-focused instructional environments.
7. A strong commitment to professional excellence.
8. The ability to work collaboratively with others to optimize student achievement.
9. A willingness to participate in staff development opportunities.

DUTIES AND RESPONSIBILITIES:

See attached.

WORK YEAR:

School Year (9 ½ months)

SALARY:

Per WEA contract.

STARTING DATE:

August 27, 2018

METHOD OF APPLICATION:

Qualified applicants should furnish:

1. A letter indicating interest in the position.
2. A current professional resume.
3. A completed District 127 application.
4. The names, titles, addresses, and home or office telephone numbers of three current professional and/or personal references.
5. Professional credentials and academic transcript(s).
6. Three reference letters.
7. Copy of Illinois teaching license.

Position posted until filled.

Address all correspondence to:

Dr. Rita Wojtylewski, Superintendent
Worth School District 127
11218 South Ridgeland Avenue
Worth, Illinois 60482

Worth School District 127
Job Description
Special Education Teacher

- A. Reports to building principal.
- B. Special Education Teacher Specific Responsibilities
 1. Designs, supervises, implements, and manages Individual Education Plans (IEP).
 2. Implements research based Best Practice methods to effectively teach students with disabilities.
 3. Creates and coordinates student schedules with related services personnel and general education staff.
 4. Effectively works with a large team of professionals.
 5. Collects and analyzes student data and monitors student progress.
 6. Serves as case manager for special education students.
 7. Prepares assessment data, reports, and individual goals for students' IEP and evaluation meetings.
 8. Plans a program of study that meets the individual needs, interests and abilities of students and nurtures a feeling of self-respect and self-worth within each child.
 9. Participates in case conferences concerning individual students, as requested.
 10. Co-teaches with the classroom teacher when a child is being educated in a general education class.
 11. Consults and collaborates with classroom teachers and other staff members to implement instruction.
 12. Maintains accurate records, as appropriate.
- C. Teacher Responsibilities
 1. Understands the central concepts, methods of inquiry, and structures of disciplines and creates learning experiences that make the content meaningful to all students.
 2. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
 3. Facilitates learning experiences that make connections to other content areas and to life and career experiences.
 4. Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
 5. Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.
 6. Facilitates a learning community in which individual differences are respected.

7. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
8. Understands the Common Core State Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
9. Establishes expectations for students' learning.
10. Understands principles of and strategies for effective classroom management.
11. Maintains proper classroom decorum.
12. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
13. Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
14. Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
15. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.
16. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Common Core State Standards, and what kinds of experiences will support their further growth and development.
17. Uses assessment results to diagnose students' learning needs, align and modify instruction, and design teaching strategies.
18. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
19. Maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students, parents, and colleagues.
20. Initiates collaboration with others and creates situations where collaboration with others will enhance students' learning.
21. Works with colleagues to develop an effective learning climate within the school.
22. Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
23. Coordinates and/or collaborates in directing the activities of a classroom paraprofessional.
24. Acts as a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
25. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

26. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
27. Understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.
28. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
29. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.
30. Demonstrates positive regard for individual students and their families regardless of culture, religion, gender, and sexual orientation.
31. Promotes and maintains a high level of integrity in the practice of the profession.
32. Practices effective literacy techniques to make reading purposeful and meaningful.
33. Models effective reading, writing, speaking, and listening skills during direct and indirect instructional activities.
34. Maintains and develops knowledge and skills in learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess, and evaluate information from various media. Uses that knowledge, along with the necessary skills and information, to assist Illinois learners in solving problems, in communicating clearly, in making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaged learning environments.
35. Uses computers and other learning technologies to support problem-solving, data collection, information management communications, presentations, and decision-making.
36. Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
37. Plans and delivers instructional units that integrate a variety of software, applications, and learning tools.
38. Practices socially responsible, ethical, and legal use of technology, information, and software resources.
39. Maintains accurate, complete and correct records as required by law and District procedures.
40. Maintains a high level of ethical behavior and confidentiality of information about students and staff.
41. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
42. Attends staff meetings.
43. Observes and follows all district policies and procedures.
44. Performs all duties and responsibilities as assigned by the superintendent or principal.