

Special Education Teacher – Year Round

Position Salary range: \$40,000-\$43,000 DOE

This position is eligible for Health Benefits

Hours: 7:30am-3:30pm School Hours: 8-2:30pm



Minimum Requirements

Must hold a valid and current license from Colorado Department of Education with a Special Education Generalist endorsement.

Preferred Experience and Skills

Preferred experience as an educator in facility school setting. Understanding and experience working with victims of trauma and/or at-risk youth. First aid/CPR training a plus.

Job Summary

The special education teacher will provide special education services, pre-vocational and life skills training to adolescent survivors of sex trafficking in a residential setting.

Job Duties Academic services and classroom management

- Provide an optimal classroom environment and learning experience.
- Establishes and maintains strong classroom management
- Complete all academic and diagnostic assessments
- Participate with family and/or guardian and team in the development of IEP
- Facilitate and monitor activities in accordance with each child's IEP goals
- Maintain client education records
- Develop and coordinate classroom schedule
- Meet the individual academic and therapeutic needs of each student
- Attend school staffing meetings when child transitions to a new school
- Complete all necessary paperwork before the end of shift, i.e. incident reports.
- Complete monthly education summaries and academic report cards.
- Develop lesson plans in accordance with standardized curriculum that allow for self-paced and individualized learning, and support emotional/behavioral deficits.
- Knowledge of behavior/emotional support plans, crisis intervention techniques, and proactive/preventative techniques.
- Be familiar with the Exceptional Children's Educational Act Rules and Regulations.
- School records shall be transmitted according to State law, pursuant to Section 24-72-204, C.R.S., and the Individuals with Disabilities Education Act (IDEA).
- Be knowledgeable of LEA "child find" requirements to assess any suspected disabling conditions.

Client Connections and Recovery Support

- Maintains professional boundaries with children and acts as a positive role model.
- Communicates with clients in a strengths-based, trauma-informed, and respectful manner at all times. Refraining from derogatory comments or name calling. The latter type of word choices may result in disciplinary action.

- Demonstrates ability to identify concerning behaviors, anticipate potential problems, and provide for the child's individual needs on an ongoing basis.
- Help oversee that the Learning Coach and paraprofessionals maintain routine, consistency, structure and democratic environment on an ongoing basis.
- Utilizes de-escalation and trauma-informed behavior management techniques. When necessary employee engages personal managements to keep staff and clients safe.
- When necessary employee assists in direct care staff assignments, such as preparing lunch and snacks, and assisting with transportation.

Preferred Qualifications and Skills

- Excellent verbal and written skills.
- Experience in writing Individualized Educational Plans (IEPs) and communicating the contents in an understandable way.
- Experience compiling and managing special education reporting data.
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
- Organized and good time-management skills
- Desire to continue development as professional and help the school achieve accreditation.
- Able to take responsibility for student outcomes and achievement.

Forward Learning Academy

Teacher Responsibilities

1) RECORDS:

- a. Submit records request to previous school(s). Use previous records to determine credits earned, and grade level. Also, document if student is Special Education and has a current IEP. Determine previous and current school district. Intake information is recorded and submitted to Education Director. When student leaves Forward Learning Academy, contact new school and submit students' records
- b. Develop IEP or ILP based on student Intake Information. Coordinate with current school district if IEP. Maintain monthly records of educational and behavioral and objectives for IEPs and ILPs
- c. Maintain all grades in Infinite Campus.
- d. Maintain daily attendance
- e. Maintain student file in classroom

2) INSTRUCTIONAL RESPONSIBILITIES AND LESSON PLANS:

- a. Develop lesson plans following CDE goals and objectives for all six subject areas
- b. Plan effective use of instructional time

- c. Apply principles of teaching/learning to enhance student achievement, including experiential methods
- d. Utilize teaching methods that are appropriate for meeting the goals and objectives outlined in the students' IEP/ILP
- e. Modify instructions and differentiate each students' lessons based on grade and ability level to meet student's needs
- f. Communicate effectively with the students
- g. Provide for and maintain student involvement during instruction
- h. Find and develop all lesson material
- i. Record growth on student learning

3) ASSESSMENTS:

- a. Upkeep all assessment material, including online systems, and keep records in student files
- b. CMAS Coordinator and contact person for CDE; collect materials, maintain on-line log-ins, monitor assessments within testing windows, collect materials, submit to CDE and close out annual assessment on-line portals
- c. Effectively communicate student progress to parent/guardian, therapist, and student
- d. In Infinite Campus: Complete and submit monthly progress notes, midterm grades, and session grades by the due date. Report IEP/ILP goals on a quarterly basis

4) COORDINATE WITH DIRECT CARE STAFF

- a. Encourage academic participation with school incentive programs and coordinating with Direct Care Staff for cooperation with attending school on time
- b. Maintain level systems, according to Extended Hands of Hope's practices
- c. Provide ongoing consultation services to staff members

5) ENVIRONMENT

- a. Encourage the students to problem solve and resolve their own inappropriate actions.
- b. Create a learning environment that fosters self-discipline, honesty, leadership, and success for students
- c. Exercise consistent and concise communications and collaboration with fellow staff to resolve educational and/or behavioral issues that arise in the school

6) SUPERVISION

- a. Supervise paraprofessionals and engage paraprofessional in school activities, including leading role in specified subject and lead teacher position in teacher's absence
- b. Clinical Director will supervise the Education Coordinator/Teacher with input from contracted Special Education Director
- c. Resource advisement will be done by Clinical Director and Program Director

7) PROFESSIONAL RESPONSIBILITIES

- a. School work hours are 8:00 AM – 2:30 PM
- b. Complete all necessary paperwork by the due date and/or prior to taking time off
- c. All requested time off must be submitted in writing in a timely manner
- d. Leave detailed lesson plans for staff covering your classes
- e. Create and submit lesson plans for general activities in the case of unplanned absences
- f. Dress appropriately (e.g., casually in general, but more formally for IEP meetings or tour days)
- g. Maintain student confidentiality
- h. Attend professional development activities which promote teacher's knowledge of educational and behavioral management
- i. Maintain teaching license by accumulating CEUs and/or credits and submitting application for renewal to CDE before current license expires

Extended Hands of Hope is a Christian, Faith-based Nonprofit and an equal employment opportunity employer. We seek a broad and diverse pool of candidates and strongly believe that our organization benefits from the perspectives and talents of a diverse staff.