

# Transition Specialist/Teacher

## Qualifications (Minimum Requirements)

- Bachelors Degree
- Valid Texas Teaching Certificate
- Special Education Certification
- VAC Certification (Optional, unless the position is combined with VAC responsibilities)

## Experience (Minimum Experience)

- Three years teaching in special education at the secondary level
- Secondary experience with the implementation of transition requirements in the secondary teacher role
- Some experience in work-based learning and/or Career and Technology Education, is preferred

## Special Knowledge & Skills

- Basic understanding of transition law, transition service requirements, and implementation strategies
- General knowledge of transition documentation requirements
- General knowledge of work-based learning
- Ability to communicate with staff, administrators, students, teachers, parents, and community partners
- Ability to organize and supervise paraprofessionals
- Ability to work collaboratively with multi-disciplinary teams
- Ability to work collaboratively with agency representatives and community partners as part of the coordinated set of activities requirement in transition services

Reports To: Director of Special Education

## Job Responsibilities

### Transition Responsibilities:

- Assist the Director for Special Education to develop, implement, and monitor a district-wide plan to provide appropriate and effective transition services
- Conduct informal and formal transition assessments and/or monitor the administration of transition assessments administered by campus staff to identify strengths, needs, preferences, and interests
- Counsels or works with staff who counsel students with disabilities regarding transition assessment results and postsecondary goals related to education/training, employment, and independent living if appropriate

- Provide professional development and technical assistance on transition service requirements and the appropriate implementation by campus staff
- Act as the transition contact person for administrators, teachers, parents and community partners
- Provide consultation to special education staff regarding transition opportunities for students served by special education
- Collaborate with secondary staff in the preparation of the IEP and transition services
- Attend ARD/IEP Meetings to assist in the development of transition services, as needed
- Serves as a resource to staff and teachers regarding transition opportunities within the curriculum
- Works collaboratively with agency representatives to provide information sessions for students and parents, conduct eligibility and application activities, and work to transition students from public school services and supports to adult services and supports.
- Work collaboratively with school counselors and postsecondary education institutions to encourage students with disabilities to consider postsecondary education, make selections based on interests and preferences, and facilitate application activities to the institution and the Office for Students with Disabilities that provide support to students with disabilities in postsecondary education.
- Provide information and training for students regarding transition and self-determination
- Work with campus staff and district administrators to provide parent training and parent involvement activities that support transition for their child
- Ensures transition services consider the impact and needs of children with disabilities related to multicultural and diversity issues
- Conduct regular evaluations of transition services effectiveness and compliance

Work-Based Learning Responsibilities:

- Conduct community market analysis, work-based learning site development, and paid employment development for students with disabilities in work-based learning programs served by the special education department
- Develop and monitor contracts for both paid and non-paid work-based learning sites in the community
- Organize and schedule student and job coach assignments and transportation to and from work-based learning experiences
- Meet with employers/employees at non-paid, work-based learning sites prior to placing students to establish a meaningful learning format, assessment process, collaborative support system
- Record, collect, and analyze performance data on work-based learning sites to make data-driven decisions regarding instruction, re-teaching, support, and site

assignment through ecological inventories, task analysis, and job related behaviors

- Work collaboratively with Career and Technology Education to ensure CTE is the first consideration and least restrictive environment for student's with disabilities considering vocational courses and activities
- Train and supervise job coaches for non-paid work-based learning sites and students with disabilities in paid employment
- Provide assistance to students and district-level job coaches on work-based learning sites and paid employment, as needed
- Work with students, parents, and school staff on transportation related to non-paid work-based learning and paid employment
- Perform other duties, as assigned, by the Special Education Director.

### **Terms of Employment**

- Salary-
- Work Days: (Some districts follow the VAC work calendar, some add 10 days to the teacher contract, some simply give the month of July off. This is usually defined by the size of the district which impacts the complexity of the job)