

## **TRI-COUNTY SPECIAL EDUCATION JOINT AGREEMENT JOB DESCRIPTION**

**JOB TITLE:** Prevocational Coordinator

**MINIMUM QUALIFICATIONS:**

1. Hold a valid Special Education Professional Educator license issued by Illinois State Board of Education and registered with the Regional Office of Education.
2. Pre-Vocational Coordinator Approval with ISBE (or agree to obtain within 2 years from hire).
3. Excellent communication skills (written and verbal).
4. Strong work habits and ethics.
5. Ability to develop effective working relationships with administrators, staff and school community.
6. Experience working with vocational placements preferred.

**TERMS OF EMPLOYMENT:** 180 Days

**REPORTS TO:** Director or Designee

**ESSENTIAL JOB DUTIES:**

To coordinate transition activities in relation to the Secondary Transition Experience Program (STEP) between Tri-County Special Education District, member school districts, Illinois Department of Human Services/Division of Rehabilitation Services, (IDHS-DRS) and community employers.

**INSTRUCTIONAL RESPONSIBILITIES:**

1. Assist classroom teachers in pre-existing special education programs with pre-employment and work maturity skills instruction.
2. Assist classroom teachers with evaluation of students' transition skills including vocational skills and competencies, independent living skills and personal preferences.
3. Assist classroom teachers with developing vocational curriculum.

**ORGANIZATION/MANAGEMENT RESPONSIBILITIES:**

1. Complete appropriate reports and records accurately and promptly.
2. Assist IDHS-DRS to enroll and terminate students in STEP.
3. Assist IDHS-DRS with applications and reports as necessary to meet STEP Grant requirements.
4. Assist with development of transition reports that include assessment information and career plans.
5. Assist in development/coordination/maintenance of student training sites.
6. Educate STEP participants/parents/guardians/community partners/school personnel about program guidelines.
7. Participate in meetings as required, including student IEP and Transition planning meetings.

**PROFESSIONAL TRAITS:**

1. Demonstrate knowledge of and adhere to Federal, State, School District, and TCSE policies and procedures.
2. Maintain punctuality and regular attendance.
3. Maintain appropriate/accurate communications with colleagues, parents/guardians, students, and district personnel.
4. Deliver services consistent with ethical principles, professional organizational standards, and in accordance with training and expertise.

5. Takes steps toward professional self-improvement (attend/participate in all mandatory meetings/trainings, participate in in-service activities, seek out/attend professional development opportunities required to maintain professional educator licensure).
6. Participate in the ongoing assessment of his/her performance and accept/profit from constructive criticism/feedback.

**PERSONAL TRAITS:**

1. Interact with students, parents/guardians, and staff in a respectful manner.
2. Demonstrate enthusiasm for student participation.
3. Praise students for learning accomplishments, on-task behaviors and appropriate conduct
4. Give all students opportunities to participate in class activities/training site experiences as considered appropriate based on individual student needs and abilities.

**PHYSICAL REQUIREMENTS** (will be governed under the Americans with Disabilities Act):

1. Ability to travel extensively throughout the geographic area served by TCSE.
2. Physically capable of lifting, pushing, or pulling up to 50 pounds.
3. Physically capable of lifting, positioning, and/or restraining students according to program guidelines.
4. Pass the CPI certificate test upon hire and pass required CPI training updates if involved with programs that require physical intervention.
5. Must be able to speak, hear, see, and write.
6. Tasks require extensive use of hands including repetitive gripping, grasping, lifting, and manipulation of equipment necessary to perform duties.

**TECHNOLOGY EXPECTATIONS:**

1. Demonstrate effective use of required and available technology/programs.
2. Use technology to enhance productivity and professional practices including: word processing, database, spreadsheet, telecommunications, and print/graphic utilities, class attendance, Individual Education Plan (IEP) programs; as well as Microsoft Office, Google Applications, etc.

**OTHER DUTIES AS ASSIGNED:**