



**Title:** MOCI Transition Teacher

**FLSA:** Exempt

**Reports to:** Supervisor of Special Education

**Updated:** April 2024

## **Position Summary**

Responsible for planning instruction and adaptation of the special education curriculum to accommodate students in the learning process, work based learning, community and volunteer experiences. The MOCI transition teacher will function as the case manager for students with individualized education programs (IEPs) aged 18-26 and oversee their compliance. This position will work with COPESD special education department leadership, Local Educational Agencies leadership teams and Community Based agencies to ensure a continuum of services are available to special education students.

## **Principal Duties and Responsibilities**

*(Essential functions in terms of the Americans with Disabilities Act)*

- Commitment to providing specially designed instruction that is aligned with Michigan State Standards
- Commitment to helping students to access the ULS transition curriculum to the greatest extent possible
- Develop and/or enhance curriculum to meet the pre-employment training needs of assigned caseload
- Provide effective instruction in pre-employment skills including a skills evaluation, interest evaluation, a strengths assessment and other assessments designed to facilitate good job match.
- Provide opportunities for pre-employment interviews and facilitate and/or monitor opportunities for job shadowing
- Contact and recruit employers based on the individual needs of persons served and continually survey the community labor market to identify potential employment opportunities for persons receiving services
- Ensure effective outcomes with regard to timely placement, participant satisfaction and job retention
- Provide instructional strategies and job site training
- Provide follow along services and obtain information as required
- Create a learning environment that is respectful and conducive to meeting the individualized needs of the students
- Ability to provide leadership to paraprofessionals through effective scheduling, communication, and leading by example
- Ability to understand how cognitive, physical, sensory, and health-related factors impact student learning and development
- Ability to develop and implement appropriate accommodations and interventions to maximize potential
- Collect and utilize data for instructional/transition service planning and informed decision-making
- Ability to maintain a professional relationship and work constructively with parents, students, co-workers, local school personnel, employers and other community agencies
- Abide by all district policies and procedures and demonstrate competencies specified in the Michigan Special Education Rules and Regulations
- Must have driver license and clean driving record
- Have or being willing to obtain chauffeur's license endorsement
- Develop and foster partnerships with agencies such as MRS and Mi Works

*The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all duties that may be performed by such a person.*

## Preferred Employment Qualifications

**Education:** Valid Michigan Teaching Certificate with Cognitive Impairment (SA) endorsement is preferred.

**Experience:** None

**Supervisory Responsibilities:** Supervise classroom paraprofessionals and students

**Certificates, Licenses, or Registrations:** Bachelor's Degree

**Other Knowledge, Skills, and Abilities:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below represent the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

### Required:

- Ability to maintain confidentiality with staff, students, and other sensitive information
- Ability to interact with students with developmental delays in a manner appropriate to their age/ability level
- Ability to facilitate, support, and improve the academic learning of students
- Ability to lift students when necessary for transporting and self-care
- Ability to work as part of a highly motivated, interdisciplinary team
- Ability to consistently and reliably perform all duties of the position
- Maintain the emotional stability, physical stamina, and strength necessary to complete the duties of the job
- Timely, regular, and consistent daily attendance is required

**Physical Demands:** *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to manually move, lift, carry, pull or push heavy objects, materials, or students. There is stooping, bending, and reaching involved.

**Work Environment:** School and Community Setting

*The qualifications listed above are guidelines for selection purposes; alternative qualifications may be substituted if sufficient to perform the duties of the job.*

## Terms of Employment

**Annual Work Days:** 183 days/1281 hours during the school year

**Salary Scale:** Per the COPESD Federation of Teachers Master Contract (found on the COPESD website)

**Application Deadline:** May 3, 2024, at 3:00 p.m. (or until filled)

**Application Procedure:** Qualified Applicants may apply in **hard copy or email** with a Resume, Application (found on the COPESD website), Transcripts and Credentials to:

*Mrs. Kristi Williams, Director of Special Education  
COPESD  
6065 Learning Lane  
Indian River, Michigan 49749  
Fax: (231) 238-8551  
Email: williamsk@copesd.org*

This job description is not an employment contract and should not be construed as such. Additionally, no other statement, verbal or written, is to be interpreted to constitute an employment contract or an employment relationship. Employment in support staff positions with Cheboygan Otsego Presque Isle Educational Service District (COPESD) is not by annual contract but rather is covered by the current COP Support Staff collective bargaining agreement and board policy.

This current job description supersedes all prior descriptions and all previous versions of the job description are null and void. This job description may be amended or modified at any time by the employer. Any such modification will be timely communicated to all affected employees.