

Marvin Taylor
Superintendent

Sarah Belanger
Administrative Assistant

Celeste Shiffer
Elementary Principal

Daniel Ahearne
High School Principal



Mio AuSable Schools
Knowledge - Responsibility - Respect

**1110 West Eighth Street
Mio, MI 48647
989.826.2400
[www.mio.k12.net](http://www.mio.k12.mi.us)**

Penny J. Irelan, *President*
Mary Lou Hunter, V. *President*
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SPECIAL EDUCATION TEACHER JOB POSTING

TITLE: K-12 Special Education Teacher
HOURS: Hours, salary, and work conditions as per master agreement

Position available for the 2023-2024 school year. One full-time K-12 instructor certified to teach students possessing special needs in a resource room or general education classroom setting.

Description: See attached job description.

Status: MEA Union Position

For detailed job requirements, please contact Marvin O. Taylor, Superintendent.

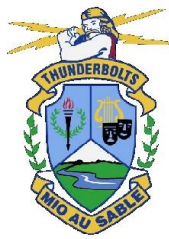
Letters of intent or general interest should be sent to:

Marvin Taylor, Superintendent
Mio AuSable School District
1110 West 8th St.
Mio, MI 48647

Email: taylorm@mio.k12.mi.us

DEADLINE: Until filled.

Posted: September 14, 2023



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September 14, 2023

POSITION: K-12 Special Education Teacher
LOCATION: Mio AuSable School District
REPORTS TO: Elementary School Principal

GENERAL DESCRIPTION:

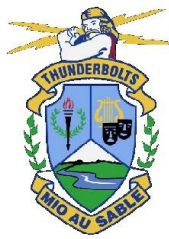
Facilitates student success in academic and interpersonal skills through academic courses of study and by implementing district approved curriculum, documenting teaching and student progress/activities/outcomes; addresses specific needs of students, provides a safe and optimal learning environment, and provides feedback to students, parents, and administration regarding student progress, expectations, and goals.

QUALIFICATIONS:

Criminal records check, including Livescan fingerprinting, to reveal no felony convictions; also, misconduct check. Be capable of performing and successfully completing the tasks & responsibilities of this position. Demonstrates personal reliability, dependability and initiative. Possesses the ability to get along with others, to follow directions, and to work independently. Shows pride in doing a job well and recognizes the job as important and essential to the smooth running of the total educational program. Demonstrates good personal habits: mature and responsible judgment, honesty, patience, friendliness, industriousness, good appearance. Demonstrates ability to read, write and use computational skills at proficiency level appropriate to do tasks of position. Positive human relations skills essential in working with students, staff, and the public. Demonstrates successful working relationships with children. Previous experience in a similar role preferred.

ESSENTIAL PERFORMANCE DUTIES AND RESPONSIBILITIES:

- Implements screenings, and collects diagnostic, and progress monitoring data for the purpose of identification of struggling learners, instruction/intervention design, and students' response to interventions.
- Monitors and reports out student achievement data.
- Plan, prepare, and deliver lesson plans and instructional materials that promote student engagement and facilitate learning in alignment with Michigan instructional standards.
- Implement balanced and systematic assessment practices that align with the district's multi-tiered system of supports.
- Use relevant technology to support and differentiate instruction and engage students in the learning process.
- Establish a classroom environment that values positive and meaningful relationships through intentional implementation of the district's SEL system (TBRI).
- Collaborate with a variety of stakeholders to remove barriers that interfere with academic success.
- Exhibit an ability to work within professional learning communities.
- Effectively and efficiently communicate necessary information regularly to students, colleagues, and parents regarding student progress and needs.
- Establish and communicate clear objectives for all learning activities.
- Possesses an understanding for learning and ability to apply to lesson plans and instruction.
- Will lead and organize SST, IEP, and 504 meetings as appropriate.
- Provides individual and small group instruction designed to meet individual needs.



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- Collects pre/post-intervention data on all students.
- Communicates with staff and parents about student progress.
- Participates in professional growth activities.
- Other duties as assigned.

Ability to:

- Organize, prioritize, work under time constraints, and to be flexible in an environment of multiple tasks and changing priorities.
- Have credibility with administration, professional, and support staff; demonstrated ability to lead and manage change.
- Work effectively with diverse stakeholders.
- Successfully work independently as well as in a team environment.
- Make decisions and perform on the job according to district standards.
- Meet schedules and timelines.

SPECIAL EDUCATION TEACHER RELATED SKILLS AND RESPONSIBILITIES:

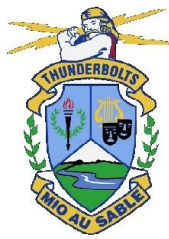
- Conducts initial screenings as well as comprehensive evaluations, participates in the Individualized Education Programs (IEPs) process in developing present levels of performance, goals and objectives and treatment recommendations for students qualifying for special education services.
- Provides specialized, group and individualized educational instruction to special education students in general education through co-teaching, and in direct instruction in areas of disability outlined in the student's IEP.
- Communicates clearly with administration, staff and family members about student's progress and struggles.
- Develop lesson plans and instructional material that are specific to students' abilities in accordance with district provided curriculum.
- Instructs and mentors students as a class, in small groups and one-on-one.
- Comprehend and impart the content of applicable subject and curriculum level to students.
- Communicates with students and parents regularly and clearly in an interactive way by means of newsletters, notes, phone calls, emails, conferences, etc.
- Evaluates students' academic and social growth, keeps appropriate records and prepares progress reports and report cards.
- Is available to students and parents for education-related purposes.
- Completes all required special education documentation in a neat and timely manner.
- Adheres to all board and district policies,
- Perform other duties as assigned.

EDUCATION, LICENSES and EXPERIENCE:

- Must have earned a bachelor's degree or higher at an accredited institution of high learning.
- Possess a teacher certification with a special education endorsement area. Multiple endorsements preferred.
- Experience in teaching special education students preferred.

OTHER SKILLS and ABILITIES:

- Background knowledge of working with young children.
- Attend weekly staff and team meetings and other meetings as appropriate and requested.



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- Adhere to all board policies.
- Administer developmental testing programs, subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing learning goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Demonstrates methods required to perform classroom and/or subject specific assignments providing an effective program for addressing individual student requirements.
- Directs assistant teacher, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Manages student behavior providing a safe and optimal learning environment.
- Participates in a variety of meetings conveying and/or gathering information in the process.
- Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Other duties as assigned by supervisor.
- Ability to maintain composure under stressful conditions.
- Develop effective working relationships with students, staff and the school community.
- Be able to meet multiple demands from several people.
- Ability to be a team player and be willing to work well with others.

LANGUAGE SKILLS:

Ability to read, analyze, and interpret professional periodicals, professional journals, technical procedures, or government regulations. Ability to write reports, business correspondences, and procedure manuals. Ability to effectively present information and respond to questions from staff, students, parents, and other personnel as appropriate.

MATHEMATICAL SKILLS:

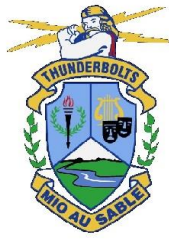
Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS AND ABILITIES:

Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on school objectives (school improvement plan goals) and the needs and abilities of students to whom assigned. Must have essential technology skills, i.e. skilled at PC computer, laptop, and other educational technology. Ability to establish and maintain effective working relationships with students, peers, parents, and other community members. Must possess the ability to speak clearly and concisely in written and



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oral communication. Must be able to meet multiple demands from several people. Must be organized.

PHYSICAL DEMANDS:

While performing the duties of this position, it is required to regularly climb or balance, stoop, kneel, crouch or crawl, and talk/hear. Exposure to continuously standing, walking, and occasionally running may occur. The individual may frequently bend or twist at the neck and trunk, squat, reach above the ear or reach forward and repeat the same gross and hand fine motion more than the average person. The employee may occasionally lift and/or move up to 50 pounds. Specific vision abilities required by performance of this position include close and distance vision.

WORK ENVIRONMENT:

While performing the duties required by this position, the employee may work indoors or outdoors and occasionally in temperatures above or below 95 to 10 degrees Fahrenheit. The noise level in the work environment is usually loud. The employee is frequently exposed to infection at a greater risk than the average person. The employee is directly responsible for the safety, well-being, and work output of students. While performing the duties of this job, the employee is regularly required to stand, walk, and talk or hear. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls and stoop, kneel.

DEADLINE FOR SUBMISSION OF MATERIALS:

Until the position is filled.

PLEASE SEND COVER LETTER, RESUME, CREDENTIALS, AND THREE REFERENCES TO:

Marvin O. Taylor
Mio AuSable School District
1110 W. 8th St.
Mio, MI 48647

Or send in a PDF attachment via email to: taylorm@mio.k12.mi.us

The employee shall remain free of any alcohol or nonprescribed controlled substance abuse in the workplace throughout his/her employment in the District.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Mio AuSable School District will comply with Titles VI and IX of the Civil Rights Act with Section 504 of the Rehabilitation Act of 1973 as amended. No person on the grounds of race, color, sex, national origin, or handicap will be excluded from participation in, be denied the benefits of, or otherwise subjected to discrimination under any program or activity.

The district will comply with the Michigan Handicapper's Civil Rights act of 1977 regarding employment and utilization of educational facilities without discrimination because of religion, race, national origin, age, sex, height, weight, marital status or handicap.