

Teacher of the Severe Emotional Impairment (STEPS)

EDUCATIONAL QUALIFICATIONS:	<ul style="list-style-type: none"> • Bachelor's degree or beyond • A valid Michigan teaching certificate, with endorsement to teach students with Emotional Impairments in given age/grade levels
MINIMUM QUALIFICATIONS AND SKILLS:	<ul style="list-style-type: none"> • CPR/First Aid Training, required • Pass and maintain School Employment background check • Physically and mentally capable of rigorous work (capable of sitting on the floor, standing and sitting for extended times, and lifting or pushing a minimum of 50 pounds) • All HISD staff must adhere to the HISD Mission, Vision, Guiding Principles, Expectations, and the staff handbook on the HISD Website, www.huronisd.org homepage
ESSENTIAL DUTIES MAY INCLUDE BUT ARE NOT LIMITED TO:	<p>To encourage and promote the educational and social success of students eligible for special education services due to an emotional impairment. The Elementary STEPS classroom is a self-contained classroom. STEPS is an intense, short-term program that teaches necessary social skills and transitions students back to their local elementary schools.</p> <ul style="list-style-type: none"> • Plan and deliver instruction using various teaching methods and strategies consistent with the local, state, and federal established curriculum • Steer curriculum requirements to meet STEPS students' educational and social needs by teaching skills for success in the local classroom • Incorporate technology into the curriculum daily • Utilize the social skills training model with four components: social skills curriculum, teaching interactions, motivation system, and administrative intervention • Develop behavioral management programs appropriate to student needs • Efficiently document student progress and IEP information and maintain student records • Collaborate with general educational teachers and other support staff • Ability to guide and work collaboratively with classroom paraprofessional(s) • Facilitate IEPs for students on caseload • Evaluate student progress based on work output and observation, determine goals, objectives, and directions • Prepare report cards, educational records, IEPT forms, classroom observation records, and other miscellaneous survey and forms • Determine specific learning problems, skill deficiencies, or social adjustment difficulties of students and initiate remediation programs in these areas • Make available a wide range of teaching materials and equipment, including reading materials at many levels, instructional games, resource materials, and other relevant resources • Counsel students in identifying and dealing with their academic and social challenges • Adhere to state and district guidelines regarding professional development opportunities and requirements • Participate in art, cooking, community, library, and assemblies • Able to restrain violent or aggressive students in accordance with HISD training • Prepare for a substitute when absence • Facilitate Parent/Teacher Conferences • Understanding and awareness of the medical concerns of students • Develop and maintain a positive rapport with students, parents, staff, and the community • Help parents understand the specific challenges of students with disabilities as well as the goals and execution of the program, communication of challenges and successes • Seek out and make use of outside resources

	<ul style="list-style-type: none"> • Ability to use technology to support learning and have the skills to research effectively, including the use of the Internet for research, Google Applications, Microsoft Word/Excel, and other educational software and programming • Participate in professional development opportunities and demonstrate a commitment to continuous learning • Regular and consistent in-person attendance • Valid driver's license with reliable transportation • Other responsibilities as deemed appropriate by the supervisor
TERMS:	<ul style="list-style-type: none"> • Wage and benefits, per HIEA Professional Contract • FTE: .50 (Daily – ½ Days) • FLSA: Exempt – Professional
APPLY TO:	<p>Send a cover letter, resume with references and credentials to: jtoner@huronisd.org</p> <p>Applications will begin being reviewed on February 26, 2024. Candidates are encouraged to submit their applications before this date to ensure consideration; however, the position will remain open until filled, and applications received after the review date may still be considered.</p>
POSTING DATE:	Tuesday, February 13, 2024