

POSITION:

Special Education Teacher/Case Manager



JOIN OUR TEAM!

At Charter Arts, creativity and community abound! Help us ensure that ALL of our students have access to a rigorous and engaging learning environment in a creative, inclusive, and collaborative arts high school.

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www.CharterArts.org

VISION: To develop the next generation of collaborative artists and innovative thinkers who will impact the world with their unique vision and voice.

MISSION: Lehigh Valley Charter High School for the Arts provides a unique environment that fosters a creative, academic approach to learning and a development of talent in the arts. Built upon passion, discipline and a commitment to excellence this integrated educational experience inspires all students to believe in themselves and what they can accomplish.

TO APPLY: Submit your cover letter, resume, three letters of recommendation, certification (if applicable), and clearances as one PDF document to jobs@charterarts.org.

Lehigh Valley Charter High School for the Arts (Charter Arts) is a non-profit 501(c)3 tax-exempt corporation founded in 1998. Charter Arts is an Equal Opportunity Employer. We consider applicants for all positions without regard to race, color, religion, creed, gender, national origin, age, disability, marital or veteran status, sexual orientation, or any other legally protected status.

Job/Position Specific Requirements:

- PA Special Education certification required
- Additional PA certifications in Math or Science preferred
- Experience with Restorative Practices or conflict resolution preferred, but not required
- Experience with the arts or arts education preferred, but not required
- Ability to multitask and work in a fast-paced environment
- Be a collaborative member of a team of dedicated educators

Reporting Relationship(s): Assistant Principal

JOB PURPOSE

At Charter Arts, we believe in connections before content, the importance of arts education, and that students are more likely to learn when they build positive relationships in school. We encourage our Special Education Teachers to build quality relationships with the parent/guardian(s) of students in Special Education. We expect our Special Education Teachers/Case Managers to emphasize diversity, equity, and inclusion, and an accessible environment, as they support Special Education students in the Academic Support classroom and through their case management.

Therefore, it is the purpose and responsibility of our Special Education Teachers/Case Managers to plan for and facilitate community building within their classrooms, create collaborative and arts integrated curriculum and learning experiences, and challenge student thinking in new and innovative ways while aligning instruction to state, core, and artistic standards. The Special Education Teacher is an essential partner in the working relationships with the entire staff. Further, a Special Educator aims through the development and implementation of a student's Individualized Education Plan (IEP) to ensure that learning is occurring through rigorous and relevant assessment, progress monitoring, appropriate intervention, specially designed instructional goals, curricular accommodations and

modifications as determined collaboratively by the IEP team. Moreover, all Charter Arts educators must strive to meet students' needs academically, socially, and emotionally and are expected to be reflective practitioners always striving to improve their instruction, classroom experience, and contribute to Charter Arts vision and mission.

Essential functions of the job may include but are not limited to the following:

Domain 1: Planning and Preparation

- Develops plans, lessons, and instructional materials to support our core and artistic instructors that facilitate active learning; maintains/updates syllabus and classroom expectations for Academic Support.
- Responsible for executing timely issuance of all materials in accordance with IDEA regulations (e.g. IEP invitation, IEP meeting participants, IEP Draft, Procedural Safeguards and Notice of Recommended Educational Placement (NOREP))
- Accurately monitors student achievement for progress monitoring requirement, data collection and analysis in compliance with Special Education timelines
- Collects and analyzes data (formative and summative) to reflect on past instruction and uses this information as the basis for future IEP goal maintenance and implementation
- Aligns curriculum and instruction with the PA Core Standards and, when applicable, artistic-specific standards, as well as the PA Career Standards for transition planning requirement for students with IEPs.
- Demonstrates knowledge of students by conducting interest inventories and providing opportunities (i.e. OVR) that tap into these student interests
- Provides a variety of learning materials and resources for use in various educational activities that align with student's IEP goals and Specially Designed Instruction
- Ensures that all planned instructional lessons, activities, and assessments are rigorous and challenging for all students, differentiating when necessary to meet the needs of individuals or groups of students
- Collaborates and plans with general education teachers to ensure their understanding of a student's individual needs, as well as unit planning for push in support

Domain 2: Classroom Environment

- Develops and maintains a positive rapport with students from diverse cultural and socio-economic backgrounds and ability groups
- Demonstrates passion for learning, content area, and artistic collaboration that inspires a rigorous culture of learning for all students
- Prepares the classroom and physical space for activities that are conducive to actively engaging learners
- Collaborates with teachers on the development of classroom procedures, norms, and expectations to ensure student behavior in the classroom is supportive of a quality learning environment
- Manages and maintains student behavior by enforcing and reinforcing school and classroom rules and procedures that are in alignment with those of the mission and vision of the school as well as individual student Positive Behavior Support Plan
- Communicates necessary information regularly to students, colleagues, parents, and school administration regarding student progress and needs
- Establishes and communicates clear learning objectives for all learning activities
- Holds students accountable for their words and actions in clear and appropriate ways
- Communicates expectations with students in a supportive way, and keeps lines of communication open at all times in order to model appropriate, mature communication to our students
- Maintains a safe classroom environment that complies with current CDC recommendations and communicates classroom safety needs to the school safety coordinator, safety team, or direct supervisor
- Creates and manages a caring, supportive, purposeful, and stimulating environment for ALL students

Domain 3: Instruction

- Ensures that students are active participants in their own education
- Encourages and monitors the progress of individual students and use of information to adjust teaching plans and strategies according to students needs, and as recommended by partnering professionals such as physician, psychiatrist, outside counselors, OVR, and related service professionals
- Uses relevant technology to support and differentiate instruction
- Approaches individual and group instruction with flexibility and responsiveness during in person instruction and/or remote instruction
- Provides appropriate critique and feedback to students on their work and/or performance
- Observes and evaluates student's tasks, performances, and assessments and development and provides support and coaching as necessary
- Utilizes the full instructional period and paces instruction to ensure students have the time, space and attention to engage with content and learn from and with one another
- Provides substitute plans, class rosters, and seating charts for all absences
- Alerts the necessary stakeholders when students are not meeting academic expectations through the established procedures within the school.

Domain 4: Professional Responsibilities

- Enhance the attainment of the district's mission, vision, expectations, and goals
- Maintains accurate and complete records of students' progress towards their IEP goals; assigns and grades class work, homework, projects, and performances weekly as identified in the employee manual and updates PowerSchool weekly to reflect this information to all stakeholders
- In accordance with IDEA, a Special Education Teacher/Case Manager will report progress to parent/guardian(s) at least quarterly, and as necessary to inform parent/guardian(s) of success or decline in a student's academic achievement
- Updates all necessary records, contact logs, etc. accurately and completely as required by laws and school policies and regulations
- Continually reflects on instructional practices to better improve on both instruction and the classroom environment for students; receptive to feedback and critique from colleagues, department leadership, and school administration
- Maintains a positive, can do attitude and problem-solving mentality as problems arise
- Communicates creative ideas and solutions to their department director/chair, departmental colleagues, or a member of the administrative team as applicable to promote continuous improvement at all levels of the organization
- Completes self-assessment evaluation materials in a thorough and timely manner to the best of their ability using the chosen evaluation system (e.g. PA-EETP)
- Promptly responds to administrative emails, communications, and requests
- Proactively encourages parent and community involvement in the classroom and promptly returns and documents parent/guardian phone calls and emails
- Collaborates with department personnel, colleagues, and school administration to ensure that students with IEPs have access to an inclusive education and that their needs are being met as outlined; work with outside educational agencies when appropriate
- Participates in department, school, district, and parent meetings
- Seeks out and participates in professional development opportunities to support their professional interests and to maintain active and valid PA certification
- Other as assigned based upon the needs of the students and school

CRITERIA FOR SELECTION:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- BA/BS or advanced degree from an accredited institution and/or related field
- For all teaching positions, candidates must hold a valid and active PA certification or be willing to attain a certification through alternative means, including an intern certification program, or with an emergency certification and maintenance of required credits
- Candidates from diverse backgrounds are welcomed and encouraged to apply
- Artistic faculty are required to be active professionals in the field in which they are seeking employment and should provide evidence of this with his/her application
- Ability to establish and maintain positive, cooperative, and effective working relationships with others
- Ability to communicate effectively orally and in writing
- Ability to follow written and verbal directions using correct grammar, sentence structure, and spelling. Ability to interpret, analyze and problem solve both written and verbal communications.
- Perform all other related work delegated or required to accomplish the objectives of the total school program.
- Must have and maintain high expectations for self and all students and team members
- Demonstrates creativity and leadership.
- Knowledge and implementation of relevant technology.
- Schedule:
 - The Charter Arts school day requires full time employees to be present from 7:30am - 3:30pm; hours may need to adjust or flex depending on the needs of the specific position as outlined by the direct supervisor.
 - All employees must be willing and able to work outside of regular school hours, including nights and weekends, when necessary and/or when outlined by the supervisor to help support the mission and vision of the school.
 - *The Charter Arts 2021-2022 schedule may require teachers to teach on campus, off campus, or in a hybrid format, including both in person and remote instruction, to meet the needs of our students and to maintain CDC/PDE safety protocols pertaining to the COVID-19 Pandemic. Instructional days/times are subject to change as needed based on federal, state, local, or LEA decisions made in the best interest of students.*

PHYSICAL QUALIFICATIONS:

This list covers the most significant essential and marginal functions but does not exclude other occasional responsibilities and accountabilities, the inclusion of which would be in conformity with the major purpose of this job.

- Ability to operate office/classroom equipment
- Ability to use computer technology and other technology as appropriate for the specified position
- Must appropriately handle confidential information; ability to use computers and other AV equipment for group meetings, presentations, projectors, and video equipment
- Physical ability to: Sit 40%; Walk/Stand: 55%; Drive 5%
- Manual dexterity for repetitive movement of fingers and hands for keyboarding
- Ability to lift objects of moderate weight from 15 to 30 pounds
- Artistic high school environment

Notes:

This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.

Once your application is reviewed, you may be contacted for a phone interview. Final interview candidates are required to submit up-to-date Act 168, 19, state and federal criminal background checks, and a child abuse clearance to be considered for employment at the Lehigh Valley Charter High School for the Arts. If an applicant is unable to provide these documents upon request, the candidate will not be offered a position. All application materials will be saved for a period of up to three years.

Since we are hiring for various positions, it may take us some time to review your application materials and begin the interview process for the position for which you applied.