



POSITION DESCRIPTION WACONIA PUBLIC SCHOOLS

SECTION I: GENERAL INFORMATION

Position Title: Work Experience Coordinator	Department: Special Services
Immediate Supervisor's Position Title: Director of Student Support Services	FLSA Status: Exempt
Job Summary: Under the direction of the Director of Student Support Services, the Work Experience Coordinator facilitates the preparation of eighteen through twenty-one year-old, special education students in the transition between school programs and post-school environments. The Work Experience Coordinator works with school staff, community agencies, parents and transition team members to assess existing transition services and needs.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

<ul style="list-style-type: none">• Provides and delivers classroom instruction to students incorporating the essential elements of instruction.<ul style="list-style-type: none">a) Provides instruction at appropriate levels of difficulty and in accordance with district curriculum guidelines and criteria.b) Employs various teaching techniques, methods and principles of learning to best meet the needs of students and district learning outcomes.• Establishes and maintains student control and discipline in the classroom, on school premises and during school activities by communicating expectations of appropriate behavior. Employs and implements a classroom structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district policies and procedures.• Provides instructional leadership to other support staff within the classroom who are involved in instructional support activities and functions. Assigns activities and provides guidance and instructional oversight for support staff.• Collaborates with other educational professionals and administrators regarding the needs of students, instructional needs, new instructional technologies or approaches to student problems, learning or curriculum. Serves on District committees, task forces, administrative meetings and/or IEP meetings to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision-making and improvement processes.• Creates, plans and organizes transition program curriculum.<ul style="list-style-type: none">a) Develops vocational and technical curriculum for eighteen through twenty-one year-old, special education transition students.b) Facilitates course articulation with vocational, technical and community colleges.c) Conducts needs assessments.d) Facilitates participation in applied integrated activities as related to the graduation rule.

- e) Participates with local, state and national vocational committees and organizations.
- Collaborates with the Director of Grants and Development to seek grants for initiatives.
- Establishes and coordinates business/education relationships and directs career transition activities.
 - a) Coordinates Business/Education partnerships with cooperating chambers, agencies and private entities.
 - b) Recruits and establishes cooperative relationships with community sites where school staff may conduct training in vocational, domestic and recreation skills.
 - c) Coordinates on-the-job progress and employer/employee relations including providing assistance for job related issues.
 - d) Provides information to families, students and teachers on employment opportunities, living alternatives and community resources for students with disabilities.
 - e) Assists in the efforts of school-based vocational rehabilitation counselors, vocational educators, teachers, educational assistants and others who provide transition services to special education students.
 - f) Ensures compliance with state and federal laws for areas such as child labor and safety issues.
 - g) Represents school district on related committees.
- Performs other duties of a comparable level or type, as required.
 - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of expertise/knowledge.
 - b) Attends training sessions, conferences, seminars, district and departmental meetings.
 - c) Keeps abreast of changing developments, trends, instructional and educational technologies.
- Attends work regularly and punctually.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:				
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)		
	less than high school diploma	Major field of study or degree emphasis: Special Education		
	High school diploma or GED.			
	1 year college			2 years college
	3 years college			4 years college
x	Bachelor's Degree	Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs. • Knowledge of current trends, theories and technologies pertaining to learning and instruction. • Knowledge of assessment procedures and techniques, test construction and evaluation methods. • Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases). • Knowledge of instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements of the district. • Knowledge of work based transition program laws, regulations and rules. • Knowledge of career exploration tools. • Knowledge of methods/processes of creating student and job site partnerships. 		
	Master's Degree			
	Doctorate			

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:	
Required Work Experience in Addition to Formal Education/Training: Minimum of the completion of assigned internship/practice/student teaching experience and degree program.	
LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: Valid special education teaching and teacher coordinator of work-based learning licenses issued by the Minnesota Department of Education.

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: <ul style="list-style-type: none"> • Planning and developing lesson plans consistent with approved program curriculum. • Presenting complex materials and concepts in an understandable manner. • Developing assessment tools, assessing and evaluating student performance and needs. • Leading group processes/discussions utilizing a variety of instructional aids and technologies. • Writing reports, lesson plans, learning objectives and tests. • Assisting in writing and reviewing curriculum using and applying professional and technical concepts, principles and terminology. • Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. • Working with others to gain cooperation and understanding of educational issues/needs. • Advising district administrators and committees concerning curriculum needs and learning approaches.
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS		
	Titles of Positions Directly Supervised	# of Employees
1		
TOTAL		

INDIRECT SUPERVISION:	
Number of employees indirectly supervised: Educational assistants, interns and/or volunteers.	Total:

HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted</i>	Unusual or hazardous working conditions related to performance of duties: Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable or stressful conditions involving human interactions.
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
<u>Employee is required to:</u>	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand				x
Walk		x		
Sit		x		
Use hands dexterously (use fingers to handle, feel)		x		
Reach with hands and arms		x		
Climb or balance	x			
Stoop/kneel/crouch or crawl	x			
Talk or hear				x
Taste or smell	x			
Physical (Lift & carry): up to 10 pounds			x	
up to 25 pounds	x			
up to 50 pounds	x			
up to 75 pounds	x			
up to 100 pounds	x			
more than 100 pounds	x			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
Physical requirements associated with the position can be best summarized as follows:
Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Classification History:

Description created by ISD 110 Human Resources 4/2011.