



Exceptional Children's Teacher - Job Description

The Franklin School of Innovation is a rigorous, college-preparatory, interdisciplinary, charter middle and high school in Asheville, N.C. that uses the EL Education model to prepare students in grades 5 -12 to create their own futures.

The Franklin School of Innovation offers a coherent, cumulative, and academically rigorous curriculum, delivered through instructional methods that emphasize discovery, inquiry, critical thinking, problem-solving, and collaboration. EC teachers are part of a collaborative team with primary responsibility for delivering Franklin's instructional program.

Our Mission

The Franklin School of Innovation is preparing the next generation of leaders, capable of solving problems and participating effectively and ethically as local and global citizens. Through challenging academics, real-world learning, and community engagement, our students discover their potential, develop persistence, and recognize the value of others. Our graduates are ready for the future they will create.

Core Elements of our Educational Model

- *Learning Expeditions:* Franklin is an EL Education (formerly Expeditionary Learning) model school. Expeditions are long-term, teacher-designed studies, often multi-disciplinary, that involve students in original research, critical thinking and problem solving. They often incorporate fieldwork or service learning and culminate in student products of value to an external audience.
- *Crew:* Crew is a daily peer advisory program in which students explicitly work on character and development of Franklin's Habits of Scholarship. Crew serves as a primary mechanism to support a positive culture at Franklin.
- *8th & 10th Grade Passage Portfolios:* All students develop individual portfolios to demonstrate mastery of academic standards as well as development of habits of scholarship and self-reflection. At 8th and 10th grades, these portfolios are used to showcase students' readiness to move forward to the next level of education.
- *Service Learning:* Integrated into our academic program to enrich learning, provide real-world applications, and build students' understanding of themselves as local and global citizens.

Position Overview

Exceptional Children services at Franklin are provided in an inclusive model, with support services delivered in the least-restrictive environment. The EC Teacher is part of a collaborative team delivering Franklin's instructional program, ensuring that great teaching yields great learning. Students requiring a higher level of service are supported through a Resource Room. This position supports the middle school Resource Room.

Exceptional Children teachers work with students who have a wide range of learning, emotional, mental, and physical disabilities. They adapt general education lessons and teach all manner of subjects in school. They also teach basic skills, such as communication techniques, executive functioning, positive behavioral supports, and remedial math and literacy to students with more profound needs.

Responsibilities:

- Develop and implement an instructional plan which is compatible with Franklin's instructional methods and strategies and the student's Individual Education Program (IEPs);
- Develop, implement, review, and conduct evaluations for IEPs;
- Provide direct special education instruction to identified students. Plan, organize, and assign activities that are specific to each student's abilities;
- Employ a variety of special education strategies and techniques to meet student needs. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities;
- Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
- Act as a case coordinator for assigned students; Effectively communicate with teachers, parents, related services staff, and administrators to facilitate the IEP process;
- Monitors student behavior, maintains discipline in the classroom, de-escalates inappropriate behaviors and teaches students appropriate behavioral strategies. Certification in CPI or willingness to become CPI-certified is required;
- Assists disabled students with their personal and self-help needs;
- Develop lesson plans that ensure the attainment of specific learning standards for resource courses and work with staff to modify and accommodate lessons to the needs of students with disabilities in inclusion-based settings;
- Coordinate lesson plans and Expeditions with other teachers to maximize possibilities for integrated, multi-disciplinary teaching addressing individual needs of assigned students;
- Evaluate students' progress through data collection to establish meaningful student goals and necessary accommodations;

- Effective professional liaison and communication between school and home, including periodic written progress reports;
- Maintain privacy of student records and information;
- Accept and incorporate feedback and coaching from administrative staff;
- Serve as an advisor to students through Franklin's Crew program;
- Attend staff development and team planning meetings during designated hours;

Qualifications:

- Commitment to Franklin's mission and educational model;
- BA/BS degree in education, especially in special education;
- Teaching certificate, highly qualified status required, High School Math certification preferred;
- EC Certified with certification in at least one area of disability; especially in Autism Spectrum Disorders.
- Five years of teaching and/or supervision in the field of special education;
- Working knowledge of NC DPI Exceptional Children regulations, including an understanding of the federal, state, and local mandates governing the determination and delivery of special education services;
- Demonstrated organizational skills;
- Record of a highly successful teaching, student teaching, or residency experience;
- Demonstrated literacy skills, including written and oral communication and reading;
- Demonstrated interest in, and ability and experience to engage the interest of school-age children;
- Demonstrated interest in and ability to work with diverse children with special needs;
- Demonstrated ability to work effectively as a team member;
- Demonstrated ability to evaluate tests and measurements of achievement;
- Demonstrated ability to use data to measure and direct planning;
- Must be able to use an assortment of equipment and classroom tools, such as CECAS or another web-based IEP program, Powerschool, Google, and assistive technology.
- Commitment to pursuing professional development workshops, trainings, and seminars to increase knowledge of subject and training of other staff on new research, techniques, and methodologies.

Compensation and Development:

- Salary Target: Competitive
- Retirement through private 401k or 403b benefits program
- Medical benefits through NC State Health Plan

- On-going Professional Development with Expeditionary Learning including one-on-one technical assistance from EL staff, regional and national training institutes.
- Non-EL regional/state/national training, programs and conferences on areas of: school startup, finance, and leadership.

Application Process:

Please email application to jobs@thefsi.us. No faxed applications, please. Complete application packets include: Cover letter, résumé/curriculum vitae, copy of credentials, and references. **Deadline to Apply is October 31,2017.** Position is dependent on approval of Federal funds.