

ILLINOIS DEPARTMENT OF CENTRAL MANAGEMENT SERVICES
CLASS SPECIFICATIONS

EDUCATOR TRAINEE

POSITION CODE: 13148
EFFECTIVE: 06-01-11

DISTINGUISHING FEATURES OF WORK:

Under direction of the Director of Curriculum and Media or the Principal for a period of 3 to 6 months, teaches students in one or more of the following groups: 0-3 years old, preschool, kindergarten, elementary, junior high school, secondary or career/technical education. In conjunction with the Principal or Director of Curriculum and Media, evaluates educational development and learning readiness, and uses professional teaching skills to promote gains in educational achievement based upon Individual Education Plans (IEP's) or lesson plans for assigned students. Adapts and revises standard practices or specialized teaching techniques to meet the individual needs of students; plans curricula and prepares lessons and other materials considering individual needs, abilities, and learning levels of students. In conjunction with an Educator/mentor, the Educator Trainee may provide functional supervision within the classroom to educator aides.

ILLUSTRATIVE EXAMPLES OF WORK:

1. Under guidance of the Director of Curriculum and Media or Principal for a period of 3 to 6 months, teaches children/adolescents/adults in one or more of the following groups: children aged 0-3 years old, preschool, kindergarten, elementary or secondary, junior high school or teaches adults in educational or vocational General Educational Development (GED) subjects, or career technical education subjects. With input from the Director of Curriculum and Media or Principal, prepares teaching outlines, develops or, provides input into the development of, curricula and IEP's for assigned students. Organizes and conducts daily scheduled classes; devises, adapts and utilizes special methods and curriculum materials to meet the individual student's needs. Attends weekly meetings for Educator Trainees on mandated training topics, professional educational topics, and sign language instruction.
2. Under guidance of the Director of Curriculum and Media or Principal, conducts initial diagnostic assessment of the academic and motor skill level of new students using appropriate procedures and tools; evaluates each student as to his/her educational assets, interprets tests of the student's ability and develops a written IEP for the student as part of the educational program in the "least restrictive environment model"; implements educational, readiness/pre-vocational and daily living training curriculum for the student; teaches the general educational curriculum in subjects such as reading, math, science, social studies, social skills, telling time, money management, positive work attitudes, etc.; instructs

EDUCATOR TRAINEE (Continued)

- and directs paraprofessional staff in implementing the classroom educational program and in keeping detailed daily records of the student's progress; evaluates and makes educational program changes as the student progresses.
3. Under guidance of the Principal, conducts initial diagnostic assessment of the academic and career and technical skill level of students using appropriate procedures and tools; evaluates each student as to his/her educational assets, interprets tests of the student's ability and interests, and develops lesson plans as part of the educational program; implements educational and career and technical curriculum; teaches the general educational curriculum in subjects such as reading, math, science, social studies, social skills, telling time, money management, positive work attitudes, etc.; maintains detailed records of the student's progress; evaluates and makes educational program recommendations as students progress.
 4. Under guidance of the Director of Curriculum and Media or Principal, evaluates each student's learning potential and progress by observing behavior and by administering educational, vocational, diagnostic, and achievement tests; participates in educational staff conferences to determine the IEP for instruction and placement of individual students, to gauge the rate and scope of educational progress, to advance academic, career, and technical knowledge and to increase marketable work skills. Counsels students regarding educational, career and technical educational matters.
 5. Maintains daily attendance records and advises supervisor and/or Educator/mentor of any problems with student attendance; provides documentation of student records on a regular and as needed basis.
 6. Attends all staff meetings, district professional development offerings and mandated training programs covering policies and procedures of the Department and School District #428; maintains inventory controls of supplies and instructional material.
 7. Attends mandated training programs covering policies and procedures of the Department or specific professional development/in-service training such as American Sign Language/English Bilingual Professional Development (AEBPD) language planning, specialized instructional materials, equipment and specialized teaching aids needed for special education of the students; maintains inventory controls of supplies and instructional material.
 8. For an Educator Trainee at the Illinois School for the Deaf, attends sign language classes to meet the Sign Communication Proficiency Interview (SCPI) Advanced level.

EDUCATOR TRAINEE (Continued)

9. Performs other duties as required or assigned which are reasonably within the scope of the duties enumerated above.

DESIRABLE REQUIREMENTS:

Education and Experience

Requires completion of all coursework necessary to obtain a teaching certificate, but not including student teaching.

Additionally, Illinois School for the Deaf candidates must pass the Sign Communication Proficiency Interview (SCPI) sign language test at the Intermediate Plus level if a deaf education major, or Survival level if a non-deaf education major.

Knowledge, Skills and Abilities

Requires working knowledge of computers, and various PC applications.

Requires elementary knowledge of behavior modification principles.

Requires training in education of children and/or adults, ability to communicate and instruct children and/or adults of all levels and disabling conditions.

Requires ability to communicate effectively, both orally and in writing.

Requires ability to relate to and instruct students who have behavioral, emotional, academic and/or learning problems.

Requires ability to exercise patience and tolerance of a wide range of behavior.

Requires ability to effectively monitor student behavior during the school day.

Requires ability to use the English language in preparing and delivering instructions.

Requires ability to evaluate a student, to select behavioral and academic objectives to meet the student's needs.

Requires ability to maintain effective working relationships with staff, assigned students, and parents of assigned students.

In addition to having a written and spoken knowledge of the English language, candidates may be required to speak and write a foreign language at a colloquial skill level in carrying out position duties in conjunction with non-English speaking individuals.

May require manual signing skill and proficiency in communicating when necessary to instruct students who are deaf and/or hard of hearing.