

Resource Teacher, Secondary and Transition Services

The Howard County Public School System (HCPSS) is one of the leading school systems in the state of Maryland and the nation. In alignment with our [*Strategic Call to Action*](#), our mission is to ensure academic success and social emotional well-being for our approximately 57,000 students in an inclusive and nurturing environment that closes opportunity gaps. To learn more about employment with HCPSS, please visit <https://www.hcpss.org/employment/>.

DESCRIPTION

Under the direction of the Department of Special Education High School Instructional Facilitator, Resource Teachers, Secondary and Transition Services support students, teachers, and families participating in the Transition process and monitor transition planning for HCPSS secondary students in grades six through age 21. This Resource Teacher will have a special focus on students in grades six through eight. The Resource Teacher will also support the development, teacher training, and implementation of the digital portfolio as well as develop, support, and implement professional learning around the transition process.

This position has an anticipated start date during the current school year. Educators currently under contract with another Maryland school district are responsible for verifying whether they would be released without prejudice if selected for this non-supervisory position. Please see the Employment Information section of this announcement for additional information.

ESSENTIAL POSITION RESPONSIBILITIES

- Assists schools in scheduling and planning for student transition to adulthood.
- Promotes inclusion of students with disabilities in school, work, and community settings.
- Coaches special education teachers, transition teachers, and paraprofessionals in school, work, and community settings.
- Assists parents and students with the transition process for students in grades 6 through age 21.
- Creates transition materials for students and families (electronic, website, fliers, etc.).
- Engages in special education program development, evaluation, and improvement.
- Identifies and develops resources needed to implement special education programs.
- Designs and facilitates professional learning.
- Serves on local, county, and state committees to promote and develop transition services for students with disabilities.
- Designs curricular and instructional resources in the areas of advocacy, executive functioning, and learning behaviors to support students taking alternative assessments and MCAP.
- Collaborates with other curricular offices and agencies to support transition services.
- Develops, explores, and maintains transition curriculum, materials, and assessments.

The above list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

- Thorough knowledge of transition programs and work-related skills students require.
- Thorough knowledge of programs, services, and supports in the transition process.
- Thorough knowledge of evidenced-based practice and research for use with students with disabilities and transitioning youth.
- Knowledge of inclusive programming and current trends in special education.
- Knowledge of grades 6-12 general education curriculum standards.
- Excellent communication and relationship-building skills.
- Cultural awareness, sensitivity, acceptance, and appreciation.
- Ability to manage multiple tasks in a flexible manner.
- Ability to work cooperatively with professional staff members, parents, students, and community groups.

MINIMUM QUALIFICATIONS

Applicants must meet all the following qualifications, listed below, to be considered for the vacancy.

Education:

- Bachelor's degree from an accredited college or university.

Certification:

Priority will be given to applicants who:

- Hold a current Maryland State Department of Education (MSDE) professional certificate with a special education, school psychologist, or school social worker endorsement.

Consideration may be given to applicants who:

- Have completed all requirements to be eligible for a Maryland State Department of Education certificate at the time of application.

Experience:

- Three (3) years of experience in school or community work transition programs within the past five years.
- One (1) year of leadership duties, responsibilities, experience, or roles.

PREFERRED QUALIFICATIONS

- Bachelor's degree or higher in special education or a field related to students transitioning from school to adulthood.
- Experience with the full continuum of programs, services, and supports for students with disabilities in school and adult settings.
- Experience working with students with various disabilities in middle school and high school settings.
- One (1) year of experience designing and delivering professional learning opportunities (e.g., school and district wide).

SELECTION REQUIREMENTS

Applicants who meet the minimum qualifications will be included in further evaluation. The evaluation may be a rating of your application based upon your education, training, and experience as they relate to the requirements and preferred qualification of the position. Therefore, it is essential that you provide complete and accurate information on your application. Please report all related education, dates, and hours of work. Clearly indicate your college degree and major on your application, if applicable.

For education obtained outside the U.S., any job offer will be contingent on the candidate providing an evaluation for equivalency by a [foreign credential evaluation service](#) prior to starting employment (and may be requested prior to interview).

EMPLOYMENT INFORMATION

This is an 11-month per year position in the Howard County Educators Association (HCEA) employee bargaining unit. The current salary range for this position is on the [11-Month Teacher Salary Scale](#). Actual placement will be in accordance with the salary procedures of the Howard County Public School System and the HCEA Master Agreement which considers relevant prior experience. Under the Fair Labor Standards Act, this position is exempt from overtime. **This position is grant-funded through September 30, 2025.**

APPLICATION REQUIREMENTS

Complete applications must be submitted by the closing date. Information submitted after this date will not be added. Incomplete applications will not be accepted. Resumes will not be accepted in lieu of a complete application.

Only applicants who submit all the requested information by the closing date of the vacancy will be considered for this position. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experience and education which most closely match the position qualifications and the needs of the school system.

Please note that a completed application includes:

- A complete application form that includes a listing of employment locations with dates of employment and names of direct supervisors.
- All supplemental materials (i.e.: resume, letter of introduction, transcripts, educator certificate) are required to verify that you meet the minimum qualifications.

For questions regarding this vacancy, please contact recruitmentinquiries@hcpss.org.

Equal Opportunity Employer

HCPSS celebrates diversity and is committed to creating an inclusive environment for all employees and applicants and prohibits discrimination, harassment, and retaliation of any kind. HCPSS is committed to the principle of equal employment opportunity for all employees in providing them with a work environment free of discrimination and harassment. All employment decisions at HCPSS are based on organizational needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, physical, mental or sensory disability, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, veteran status or present military service, family medical history or genetic information, family or parental status, or any other characteristic protected by federal, state or local laws.