

## **Resource Teacher, Secondary and Transition Services**

The Howard County Public School System (HCPSS) is one of the leading school systems in 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, the Resource Teacher, Secondary and Transition Services will support students, teachers, and families in preparation for transition to adulthood. This includes developing and maintaining the Special Education Secondary and Transition website, creating, and implementing professional learning for secondary special educators, transition teachers, and families, as well as ensuring that HCPSS remains compliant with MSDE regulation around transition in alignment with national standards. The Resource Teacher for Special Education Secondary and Transition Services collaborates with other HCPSS offices to facilitate the inclusion of students with disabilities.

### **ESSENTIAL POSITION RESPONSIBILITIES**

- Assists schools in scheduling and planning transition activities and supports for students with Individualized Education Programs (IEPs).
- Promotes inclusion of students with disabilities in HCPSS college and career programs as well as work and community settings.
- Provides direct support to school administrators and special education teams in the development and implementation of work experiences and transition planning for students ages 14-21.
- Engages in development, improvement, and evaluation of special education transition programs and activities.
- Identifies and oversees resources needed to implement special education programs and activities.
- Utilizes technology to develop and share secondary and transition resources for external stakeholders accessing a variety of platforms including the HCPSS website, Canvas, and parent fliers.
- Develops and maintains secondary and transition resources utilizing technology in a variety of platforms for special education teachers, transition teachers, students, and families.
- Designs and facilitates professional learning for special educators, transition teachers, and families.
- Coaches special education teachers, transition teachers, and paraprofessionals in school, work, and community settings.
- Plans and leads monthly transition teacher meetings.
- Serves on committees as assigned at the state, local government, and school system levels.
- Develops procedures for safety, work programming, and other transition experiences.
- Mentors new transition teachers.

- Communicates with families regarding secondary and transition supports and services after graduation.
- Assists parents and students with the transition process for students in grades 6 through age 21.
- 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.

### **ESSENTIAL 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 Professional Maryland State Department of Education (MSDE) certificate/license 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 Professional Maryland State Department of Education certificate/license in the appropriate licensure area 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.

### **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.



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Nicole M. Carter, Executive Director

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- 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](mailto: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.