

**CHARLEROI AREA SCHOOL DISTRICT  
CHARLEROI, PA 15022**

**POSTING**

<b>POSITION:</b>	Grades 6-8 Special Education/Reading Long-Term Substitute Teacher
<b>CURRENT ASSIGNMENT:</b>	CHARLEROI MIDDLE SCHOOL
<b>AVAILABLE:</b>	Immediately
<b>REQUIREMENTS:</b>	PA Teaching Certification: Special Education K-12; Special Education K-8; Special Education 7-12; Special Education N-12 Act 34, Act 114, Act 151 and Act 126 clearances
<b>Salary Range:</b>	\$160 per day
<b>Assignment Length:</b>	January 20, 2026 – June 3, 2026
<b>Deadline to Apply:</b>	January 14, 2026
<b>Position Summary:</b>	Teaching children with disabilities to understand, overcome, compensate for and/or adjust to their disability through the use of adaptive instructional strategies, instructional accommodations, individualized learning activities and specifically designed services

**QUALIFICATIONS:**

- Possess a valid certification as a Special Education Teacher
- Possess the ability to provide all special education requirements in grades N – 12
- Possess the ability to instruct in specific subject areas if the curriculum taught is adjusted to the needs and abilities of identified students with disabilities and is different in learning objectives, content and instructional times, instructional methods and materials, expected levels of achievement or procedures for evaluation from those planned courses used to instruct regular education students of comparable chronological age

**ESSENTIAL FUNCTIONS/DUTIES INCLUDE:**

**Planning and Preparation**

- Assists students with disabilities by using special strategies including adaptation of ELA curriculum and materials
- Develops accommodations and specific interventions to meet student needs
- Incorporates effective instruction methods, learning activities and specifically designed services
- Renders diagnostic and prescriptive services in instructional programs, which are designed within an Individual Education Program to serve students having one or more disabilities
- Offers pre-vocational diagnostic and assessment activities, as well as career- awareness activities such as job shadowing
- Identifies the interests and abilities of students; providing basic occupational and career information
- Provides diverse occupational training and community transition or sheltered workshop experiences for students whose IEP requires such activities
- Co-teaches in a regular education classroom and assists in curriculum modification
- Conducts student activities including paid/unpaid work experience in a community-based operation
- Involves the business enterprise of the employee in paid or unpaid settings and the coordination of job training agreements
- Ensures appropriate placement of students in a work or community transition setting related to their career objectives

**The Classroom Environment**

The Special Education teacher uses an understanding of individual, group motivation and behavior to create a learning environment that encourages positive social interaction, respect and rapport. This environment creates a positive culture with active engagement in learning and self-motivation while managing classroom procedures and student behavior.

The Special Education teacher:

- Understands basic classroom management theories and methods; with strategies for individual behavior management, crisis prevention, intervention, de-escalation techniques and the balance between classroom management with academic teaching strategies.
- Implements strategies for assessing learning environments and conducting functional behavioral assessments within the environment.
- Understands the characteristics of environments, including materials, equipment and spatial arrangements that facilitate development, learning and interacting among students.
- Creates a classroom culture which is a cognitively busy place, characterized by a shared belief in the importance of learning; establishes high expectations and personal achievement.
- Understands the aspects of schedule, routines and transitions that promote development and learning.
- Demonstrates ways in which technology can assist with creating and managing the learning environment, incorporating the verbal and visual redirection and classroom expectations.
- Consults with teachers and therapists to plan for student's needs and required adaptations, modifications and use of assistive/adaptive technology.

## **Instruction**

The Special Education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills; and creates learning experiences that make content meaningful to all students. Additionally, teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.

The Special Education teacher:

- Implements effective researched-supported instructional strategies for basic sequences of skills in the academic, social and vocational curricular areas; including techniques for modifying instructional methods, curricular materials and the environment to meet learners' needs that are appropriate to those learners' ages and skill levels
- Uses instructional time effectively and efficiently, while facilitating the integration of related services into the instructional program.
- Chooses and implements instructional techniques and strategies that promote successful transitions for individuals with disabilities. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication appropriate to each student.
- Understands assessment as an educational process including how to interpret information obtained from standardized and non-standardized assessment, analyze and use to develop instruction and goals for individual students.
- Implements a variety of procedures for identifying student's learning characteristics and needs, monitoring student progress and evaluating learning strategies and instructional approaches.
- Effectively utilizes appropriate progress monitoring tools to gauge individual student achievement; understanding these assessment procedures is an on-going process and efficient data collection and analysis will identify student needs.
- Implements accommodations and modification as identified for individual students on national, state, local and classroom assessments.
- Implements strategies for assessing students' skills within curricular areas including academic, social and vocational.
- Implements classroom and individual behavioral management plans and actively participates in functional behavioral assessments and behavioral interventions plans for students.
- Understands and effectively utilizes computerized web-based systems for documentation procedures/communication, goal development and modification, progress monitoring, performance assessment, accommodations/modifications, program supports and overall IEP information.

## **Professional Responsibilities**

The Special Education teacher understands teaching as a profession, maintains standards of professional conduct and provides leadership to improve students' learning and well-being. The special education teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents and other professionals in the learning community and actively seeks opportunities to grow professionally.

The Special Education teacher:

- Provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in the culturally sensitive manner.
- Has working knowledge of resources, strategies, networks, organizations and unique services for individuals with disabilities and their families including career, vocational and transition support, including possible funding agencies and financial sources for secondary aged students (local, state and federal).
- Engages in professional development to stay current on researched-based instructional strategies and services and seeks additional resources and assistance as needed to meet the individualized needs of students.
- Understands the importance of the teacher serving as a role model and advocate for all students.
- Participates in student, staff and professional meetings including behavior management plans, functional analysis of behavior, eligibility, placement, IEP and annual reviews.
- Understands rights to privacy, demonstrates confidentiality and respect for differences among all persons interacting with individuals with disabilities.
- Collaboratively works with community agencies and outside therapists for students and understands the reciprocal relationship of sharing confidential information these individuals.
- Observes and follows all Charleroi Area School District policies and procedures; maintains high levels of professionalism and commitment through punctuality and attendance.
- Performs duties as assigned by the Charleroi Area School District administration.

### **SUBMIT LETTER OF INTEREST TO:**

Edward J Zelich, Superintendent  
Charleroi Area School District  
125 Fecsen Drive, Charleroi, PA 15022

### **OR EMAIL:**

[ezelich@charleroisd.org](mailto:ezelich@charleroisd.org) and [bkline@charleroisd.org](mailto:bkline@charleroisd.org)

The Charleroi School District is an equal opportunity employer.