POSITION GUIDE

Position Title:	Itinerant Special Education Teacher: STEM	**Code:**	
Department:	Early Childhood & Special Education Services	**Group:**	Professional
Reports to:	Supervisor of Child Accounting/ECSES Instr. Tech	**Date:**	October 2025

PURPOSE OF POSITION:

The Special Education Itinerant STEM teacher provides individual classroom lessons and STEM expertise to the ECSES classroom teachers. The Special Education Itinerant STEM teacher is an expert in matters relating to STEM and the Design Engineering Process, and all skills necessary to be an effective Itinerant STEM classroom teacher.

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high-quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high-quality service may include, but are not limited to, the following:

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***
- ***embody the IU13 Keys to the culture***

1. Developing STEM curricula to be used in our ECSES classrooms.
2. Planning weekly and/or quarterly lessons for classroom teachers..
3. Developing STEM learning activities and hands-on material for classes.
4. Assisting teachers with STEM competitions.
5. Attending to individual student needs through the creation of STEM classroom lessons.
6. Demonstrating an awareness of different student backgrounds and cultures to create lessons specifically for each classroom.
7. Communicating regularly with Special Education teachers..
8. Providing extra support to students who need it.
9. Monitoring student growth to identify strengths and areas for improvement.
10. Using learner data to constantly refine curriculum.
11. Providing regular feedback to students.
12. Actively participates in various educational opportunities (i.e. workshops, webinars, conferences, etc.) and, when appropriate, maintains memberships in appropriate STEM technical organizations to keep abreast of the latest STEM practices.
13. Researches and makes responsible recommendations for the purchase of STEM materials to be used in lessons.

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14. Provide consultation to staff regarding the implementation of STEM.
15. Remains abreast of current trends in STEM through the literature, conference attendance and other means, and is able to translate such trends to effective guidance for the program.
16. Adheres to the established work schedule through regular and consistent attendance.
17. Proactively works as a team member to solve/assist with problems, issues, and opportunities.
18. Follows all federal, state and local laws/ requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes and adheres to all LLIU policies and procedures.
19. Performs other duties as assigned or requested by Program Supervisors.

MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Education Required:	Bachelor's Degree
Certification Required:	Active PA Certification in Special Education and Certification in one or more of the following areas: • Technology Education PK-12; • Mathematics 7-12; • Physics 7-12; • Biology 7-12; • Chemistry 7-12; • General Science 7-12; • Mid-level Math 6-9 and 4-8; • Mid-level Science 6-9 and 4-8; • Elementary K-6 with a PDE-approved STEM Endorsement or trainings(s)
Experience Required:	Minimum of three years' experience incorporating STEM methodologies into lessons designed for students with IEPs with varying disabilities and academic needs.
Other Qualifications:	Valid Driver's License Use of personal vehicle is required

ESSENTIAL PHYSICAL REQUIREMENT:

The strength and ability to lift and/or assist in lifting pupils of ages ranging from pre-school to twenty-one and their assistive appliances. The ability to perform considerable amounts of bending, stooping, and squatting. The ability to physically restrain students in emotional distress through use of one of the following approved methods: Physical Certification Required: Crisis Prevention Institute (CPI), Safe Crisis Management Non-Violent Crisis Intervention (SCM) or Quality Behavioral Solutions: Safety-Care Crisis Prevention (QBS), as directed by program needs.

SUPERVISION OF PERSONNEL:

N/A

PHYSICAL/MENTAL/ENVIRONMENT:

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Physical Demands:		
	Activities:	Sit 30%; walk/stand 70%
	Lifting:	May lift up to 30 lbs.
	Vision:	Close concentration
Mental Demands:	Interpret, analyze, organize, prioritize, evaluate, and problem solve.	
Environment:	Normal office or classroom environment. Regular travel to multiple school sites and community locations is required.	

I have reviewed the essential functions; knowledge and skill requirements; and physical/mental environmental demands of this position. By my signature below, I am verifying that I am able to fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodations.

Print Name

Signature

Date

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