

6/8/09

Lesa D. Scalise

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Professional Objective

Seeking a Transitional/Occupational Skills Special Education Teacher position that will provide an opportunity to work cooperatively with local businesses and industry to develop and implement vocational instruction that will provide students the necessary skills to be competent employees and successful members of the community.

Education

Indiana University of Pennsylvania
Indiana, PA, May, 2009

Cooperative Education Certification Program
Praxis Exam: June 13, 2009

Edinboro University of Pennsylvania
Edinboro, PA, December, 2003

Master of Education
Emphasis: Special Education

Mercyhurst College
Erie, PA, May 1999

Bachelor of Arts in Education
Certification in Special Education (K-12)
Certification in Elementary Education (K-6)

Teaching Experience

School District of the City of Erie
Central Career and Technical School, Erie PA
Life Skills Support Teacher

August 2000-Present

- Develop lessons and instruct students in employability skills
- Plan and supervise Community Based Work and Life Skills Instruction
- Teach and supervise the Practical Assessment Exploration System (PAES) Lab
- Write, implement, check Individualized Education Plans including the transition component

School District of the City of Erie
Central Career and Technical School, Erie PA
Autistic Support Teacher

August 1999-June 2000

- Wrote and implemented Individualized Education Plans
- Planned and supervised Community Based Life Skills Instruction
- Evaluated student progress relative to individual goals and objectives
- Developed and implemented lessons in functional academic and life skills areas

Program Development and Implementation

Summer Program for Life Skills and Autistic Support Students

Co-developer, Central Tech, Erie, PA Spring/Summer, 2009

The summer program will focus on the transition skills necessary for students to be as independent as possible as they graduate from high school. Students will participate in Community Based Work Experiences, receive mobility training on the EMTA, develop time and money management skills, plan and prepare meals, explore recreational opportunities, and practice independent decision making.

Transition Fair for Students with Special Needs

Co-coordinator, Central Tech, Erie, Pa May, 2008

The purpose of the Transition Fair was to expand the awareness of students, parents, and teachers regarding community services available to students with special needs upon graduation. Over 20 Community Service Agencies and groups participated in the transition fair representing services in employment, living options, transportation, social groups, and income.

Professional Development

- "Project Search: High School Transition Program" presented at the Barber National Institute, Spring 2008
- "Building Partnerships to Improve Employment Opportunities of Youth with Disabilities", Presented by The Pennsylvania Community of Transition, Pittsburgh, PA, Spring 2007
- "Indicator 13 Training" presented by Pennsylvania Training and Technical Assistance Network (PaTTAN), Winter/Spring 2006-2007
- "Educator in the Workplace", Northwest Tri-county Intermediate Unit #5, placement: Courtyard by Marriott, Summer 2006

Community Involvement

Barber National Institute Adult Education Program Advisory Council

Fall 2008-present

References

Available upon request

**Erie County Technical School
Job Qualifications**

TITLE: Transition/Occupational Skills Special Education Teacher
REPORTS TO: Principal

REQUIREMENTS:

1. PA Certified in Special Education and Highly Qualified in Reading or Math and other areas
2. Bachelor Degree in Education
3. Prior teaching experience or work experience with Learning Support or Life Skills Students preferred.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

JOB STATEMENT:

The transition program teacher develops in each student an awareness and understanding coupled with the basic skills and knowledge applicable to specific occupations in the business or public sector and instill safe working habits, the importance of continued education and the assets of reliability, competence, loyalty, and dependability.

PERFORMANCE RESPONSIBILITIES:

1. Teaches occupational skills and knowledge to provide pupils with the competence to be an economic asset to the employer.
2. Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law, administrative regulations, and procedures of the employer.
3. Develops lesson plans and organizes class time so that preparation, instruction, Transition Center work, and clean-up activities can be accomplished within the allotted time.
4. Demonstrates occupational materials, equipment, tools, and processes using standard or teacher-prepared models, mock-ups, sketches, and other instructional aides.
5. Guides pupils in selection and performance of appropriate activities.
6. Provides individual and group instruction appropriate to the needs of the pupil(s) and the requirements of the activities to be performed.
7. Instructs pupils in the appropriate safety precautions and the safe operation and use of tools, machinery, and equipment.
8. Controls the storage, maintenance, and use of materials and property to prevent loss or abuse.
9. Establishes and maintains standards of pupil conduct to provide an orderly, safe, and productive environment in an activity-type classroom with some potential hazards.
10. Maintains contacts with the business community to keep informed of new innovations and job requirements that must be reflected in the curriculum in order to develop marketable skills as required by prospective employers.
11. Communicates with school districts, parents, and school counselors on individual pupil progress relative to IEP goals.
12. Identifies pupil needs and cooperates with other professionals in assessing and helping pupils solve health, attitude, and learning problems.
13. Participates in the planning the continuing of formal education and assistance to pupils in seeking employment on full or part-time basis.
14. Supervises pupils in classroom and out of classroom activities during the assigned working day.
15. Participates in curriculum and other developmental programs. Attends and works with the local transition skills center advisory committee in the development and implementation of specific vocational education programs.
16. Coordinates schedules and training with participating school districts.
17. Assists all districts in follow-up studies and evaluations of programs and graduates.

18. Evaluates each pupil's performance, knowledge, and skills in course being taught.
19. Selects and requisitions books, instructional aides, equipment, tools, materials, supplies, and parts as required, working under established budget and procedures.
20. Must maintain current certification in CPR and First Aid.

Bargaining Unit Classification:

Professional Employee-Teacher Contract

Terms of Employment:

185 days

I have reviewed the above job description and analysis and understand the requirements of the position
_____ (Initials)

Employee

Date

CREATION DATE: April 2009