



**TEACHER  
SPECIAL DAY CLASS  
EMPHASIS: EMOTIONALLY DISTURBED POPULATION**

Certificated Job Description

**IMMEDIATE SUPERVISOR:**

Principal, Special Education Programs

**ESSENTIAL FUNCTIONS:**

1. Provide specialized instruction to pupils to meet the goals and objectives as developed in the students' Individualized Education Programs (IEPs).
2. Prepare standards-based lesson plans, materials, and classroom strategies as appropriate for the students' level(s) of functioning and prepare schedules and timelines to implement classroom activities.
3. Develop the instructional portion of the IEP for each student, including assessing present levels, writing appropriate, standards-based goals and objectives, and participating in the IEP meeting.
4. Use effective classroom and/or behavior management techniques to achieve a safe and functional learning atmosphere for all students. This includes creating appropriate room displays, bulletin boards, and/or interest/learning centers and providing a more structured token economy system when necessary.
5. Observe and make ongoing evaluation of students' academic and social growth, keep appropriate records, prepare progress reports, and communicate with parents on the individual student's progress.
6. Mainstream students into appropriate integrated settings for maximum interaction with peers.
7. Cooperate and confer with the principal/vice principal, outside agencies, other professional staff members, and/or parents regarding the needs of the students in the classroom.
8. Plan, coordinate, and monitor the work of the instructional aide(s) in the room. Additionally, provide direction or training for the instructional aides as necessary to support the individual needs of the students in the classroom.
9. Maintain professional competence and credentialing status through participation in inservice and/or professional growth educational activities.
10. Participate in division-wide activities to support the advancement of the special education programs offered through the Kern County Superintendent of Schools Office.
11. Perform other duties as assigned by the principal.

**EMPHASIS SPECIFICATIONS:**

1. Participate in specialty training to provide current, research-based supports for the students, including, but not limited to, training in social skills curriculum, specialized documentation of behavior on contract cards, token economies, and reinforcement schedules.
2. Participate in crisis communication and de-escalation techniques to assist in maintaining student behavior. Trained at least annually in the Division-approved behavior management/crisis level program. Assist in physical restraints as part of a team or, when appropriate, as team leader.
3. Confer with the rest of the IEP Team, including Mental Health professionals, to ensure all disciplines are aware of a student's strengths and/or needs to ensure the "total child" is addressed.
4. Work with general education teachers when students are mainstreamed to ensure the students are participating appropriately in their classroom.
5. Stay abreast of current assistive technology and its potential with the emotionally disturbed and/or learning disabled population.
6. Work closely with parents and school nurse to monitor any medications prescribed by a physician or psychiatrist.
7. Work closely with group homes of students in the program to ensure behavioral approaches are consistent across settings.

**MINIMUM QUALIFICATIONS:**

- A. Personal Qualifications:
  1. Sincere interest in and understanding of students with exceptionalities.
  2. Willingness to stay abreast of current trends, innovations, and practices of education of exceptional students.
  3. Demonstrate personal characteristics which are conducive to good communication and self-management.
  4. Must possess a private vehicle, valid California driver's license and carry current automobile insurance with at least minimum coverage for public liability and property damage.
  5. Fingerprint clearance by both the Federal Bureau of Investigation and the California Department of Justice is a condition of appointment after all other required job conditions have been met.
- B. Professional Qualifications:
  1. Ability to work effectively with children, parents, and staff.
  2. Sensitive to each child's needs.
  3. Perform duties and responsibilities with a high degree of professional integrity.

4. Must present verification of completion of Child Abuse Mandated Reporter training or obtain verification within six (6) weeks of hire and annually thereafter, as required by the California Child Abuse and Neglect Reporting Act.

## **TRAINING AND/OR CREDENTIALS**

### **A. Education:**

1. Hold a Bachelor's degree.
2. Master's degree in Special Education is preferred.
3. Minimally possesses a valid California credential authorizing the teaching in a Mild/Moderate or Moderate-to-Severe classroom as determined by assignment.
4. Area of Emphasis: Possess a valid California credential for the Mild/Moderate or Moderate/Severe population as determined by the assignment.

### **B. Experience:**

1. Successful teaching experience or training in planning to implement IEPs for children who may have some or all of the following conditions: severe to profound mental retardation, in need of toilet training, seizure disorders, severe deficits in fine and gross motor functioning as well as significant behavioral issues associated with students with emotional disturbances.
2. Demonstrated knowledge of curriculum, materials, and strategies for educating students with severe disabling conditions.
3. Demonstrated ability to work cooperatively with support services, including an instructional aide, interpreters, audiologist, physical and occupational therapist, speech therapist, adaptive physical education specialist, psychologist, and school nurse.

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