

**SPECIAL DAY CLASS TEACHER
MILD/MODERATE****DEFINITION:**

Under the direction of the principal and the Director of Special Education, to provide direct instruction to Pre-K, elementary or secondary students with mild to moderate disabilities using specific teaching strategies and methodologies in the core curriculum aligned with K, 1, 2, 3 Standards and/or California Preschool Learning Foundations as defined by stated Goals and Objectives in each student's individualized Education Program (IEP) for 50% or more of the school day.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Conduct formal and informal assessments in a classroom or in the community, including assessment of verbal and non-verbal communication abilities and identify effective intervention techniques to enable the student to reach his/her fullest physical, emotional, psychological, educational, and behavioral potential.
- Participate as a member of the IEP team to develop IEP goals, objectives, adaptations, accommodations, modifications and instructional plans; implement and monitor the IEP.
- Design, implement and evaluate effectiveness of lesson plans based on each individual student's IEP Goals and Objectives; deliver a daily academic program consistent with State and Federal education code requirements; provide individualized instruction on appropriate areas of pre-academics/academics, language, self-help, pre-vocations, and socialization skills as appropriate; provide instruction individually or in small groups in various service delivery models in the Least Restrictive Environment for the student.
- Design and implement transition plans that encourage growth towards development of independent living skills including coordination and supervision of work experience and on-campus job training programs; plan and implement appropriate integration experiences for students.
- Develop individual and group behavior management programs; provide reasonable safety precautions to protect students, staff, equipment, materials and the school facility; demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessment; supervise students in the classroom and, as needed, in out-of-classroom activities during the assigned working day, as directed by the principal.
- Collaborate, as needed, with other professionals involved in the program for the child with disabilities, such as Occupational Therapists, Physical Therapists, Speech and Language Pathologists, Psychologists, Adaptive Physical Education teachers and regular classroom teachers; collaborate with agencies providing services to participating students.
- May work cooperatively with classroom teachers who have special education students in general education classes, interpreting the abilities and disabilities of these students to the entire staff, and assisting the student core curriculum instructional needs; assist other professional staff members in resolving the unique psychological or disciplinary concerns of such students.
- Confer frequently with parents and professional staff members regarding the educational, social, and personal concerns of such students; conduct parent conferences, including those to be selected on the same schedule as the general education programs.
- Keep attendance records and all other records pertinent to the special education program for the State reports and program accountability; prepare grades and progress reports.
- Train and direct Special Education Instructional Assistants assigned to the program.
- Participate as needed by the principal, in curriculum development programs within the school or assignment and/or district level; attend school staff meetings, District meetings and in-services and professional growth activities related to special education; share in the sponsorship of student activities and participate in faculty committees such as Student Study Team (SST) when requested by the principal.
- Develop personal and professional performance goals in accord with District and State guidelines.
- Perform other related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with special needs; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; classroom procedures and appropriate student conduct; equipment operation related to special education students; principles of training and providing work direction; educational trends and research findings pertaining to individuals with special needs; applicable sections of the State Education Code and other applicable laws; basic computer skills; and student and parent rights with respect to special education programs.

Ability to:

Use appropriate principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aides, services, and technology for individuals with disabilities; manage learning environments that are safe and effective and that facilitate positive self-esteem and self-advocacy; collaborate and communicate effectively both orally and in writing; work in partnership to design, implement, and evaluate integrated services; establish and maintain cooperative working relationships develop and maintain an effective schedule in cooperation with all staff; perform specialized physical health care procedures to assist high-risk students; train and provide work direction to others; and maintain records and prepare reports.

Experience:

Student teaching, internship, or full time teaching experience desirable

Education:

Bachelor's degree from an accredited college or university.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

K-12: Valid California Education Specialist Credential for Mild/Moderate and certified as "Highly Qualified" under No Child Left Behind Act or other appropriate Credential authorizing teaching of the non severely handicapped; and an English Learner authorization. Must be certified as "Highly Qualified" under the No Child Left Behind Act.

Pre-K: Valid Early Childhood Education Credential or valid California Education Specialist Credential for Mild/Moderate and an Early Childhood Education Certificate or other appropriate Credential authorizing teaching of the non severely handicapped.

Possession of a valid California Driver's License, if required.