

SPECIAL DAY CLASS INSTRUCTOR - LEARNING HANDICAPPED

Definition

Under supervision of the Administrative Assistant Educational Services and school site principal, to provide an educational program at the classroom level for learning handicapped students to develop their learning skills and to make a satisfactory adjustment to everyday living including vocational preparation.

Essential Duties

1. Participate in developing an Individual Educational Plan (IEP) for each student and plan appropriate teaching activities for its implementation;
2. Provide direct supervision of students and classroom personnel;
3. Assist in program planning and evaluation;
4. Submit student goals and objectives as they relate to the basic program goals and objectives, job description, and IEP for the current year;
5. Teach the LH students in a special day class such portions of the basic educational program that are in keeping with the individual limitations of each pupil's IEP; place major emphasis on a consistent developmental learning curriculum, accommodate various learning styles, create a positive behavioral framework and use of the adopted curriculum;
6. Work with the Learning Center Staff in assessing and developing appropriate student learner objectives;
7. Demonstrate working knowledge of clear lesson objectives and effective use of direct teacher instruction; provide appropriate creative learning experiences based on IEP's in self-help and health, psychomotor training, language and communication, social behavior, academic skills, and career/vocational skills;
8. Plan and conduct field trips when appropriate to reinforce the concepts taught in the classroom; consider use of local resources for cost effective planning;
9. Demonstrate working knowledge of proper student control and utilize effective classroom management procedures that create a positive atmosphere for the learning of the individual child;
10. Provide constant supervision for the welfare and safety of pupils which includes filing all accident reports for pupils;
11. Initiate and follow through with implementation of new and appropriate ideas, materials, and techniques suitable to group and individual needs based on IEP;
12. Revise IEP's jointly with legally mandated members of the annual review team (including parents) and keep parents informed at all times of progress;
13. Maintain effective communication by working closely and cooperatively with program specialist, site administrator, speech specialist, nurse, school psychologist, community agencies, and parents to help provide a complete program for the individual pupils;
14. Communicate with and supervise the instructional aide assigned to the classroom;
15. Be sensitive about confidential matters concerning children, parents, school and working relationships, responding to those in a professional manner;
16. Make regular entries in anecdotal records, on curriculum checklists and complete other reports as required;
17. Adhere to schedules, duties and requested follow ups in a timely manner;
18. Participate in scheduled inservice training meetings, workshops, conferences, etc., to provide for professional growth;
19. Provide daily scheduled lesson plans; and
20. Other duties as assigned by the Administrative Assistant Educational Services.

Qualifications

1. Ability: Communicate orally.
2. Experience: Three years of successful teaching experience.
3. Education: Master's Degree preferred.
4. Licenses: Learning Handicapped Credential; California Driver's License.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee is required to: regularly stand, walk, sit, and talk or hear; occasionally reach with hands and arms; occasionally work extended hours; frequently lift and/or move up to 10 pounds such as boxes of books and teaching material; frequently interact with the public and other staff. Specific abilities include close vision, distance vision, peripheral vision, the ability to adjust focus, the ability to hear conversations in quiet and noisy environments, and the ability to speak clearly in order to exchange information and make presentations. Some driving is necessary.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet to moderate. Work is performed mostly indoors with some outdoor work. The employee is required to interact occasionally with dissatisfied or abusive individuals. The employee is directly responsible for the safety, well-being and work output of students. The information contained in this job description is for compliance with the Americans with Disabilities Act and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

5/18/87; Revised 9/97