

Job Title: Special Day Class - Intensive Moderate-to-Severe (M/S) Teacher

Definition:

Under the direct supervision of the Principal of Moderate-to-Severe Programs with oversight by the Director of Special Education, the Intensive M/S Teacher is a member of the special education instructional team and is directly involved with teaching children with autism or with autistic like behaviors. Teachers who hold a CA Educationalist Instruction Credential (Moderate-to-Severe) and meet the minimum job requirements as indicated in this job description are qualified to teach students who are in an Intensive M/S Special Day Class.

Distinguishing Characteristics:

Intensive M/S teachers provide a highly specialized instructional model that utilizes the principles of Applied Behavior Analysis (ABA) and Evidence Based Practices (EBP) in self-contained classrooms. They provide specialized services to students who have significant adaptive, pre-academic/academic, social, behavior, and communication needs as they relate to their eligibility of autism or autistic like behaviors at Promise Academy.

Essential Job Duties:

The following tasks are essential for this position. Incumbents in this classification will be required to perform all of these tasks, or may perform similar related tasks not listed here.

- Plan, implement and monitor an intensive instructional model, using the Principles of Applied Behavior Analysis (ABA) as well as Evidence Based Practices (EBP).
- Utilize the California Alternate Performance Assessment standards for students whose functional ability levels are commensurate with these standards.
- Utilize with modifications the CA Academic Standards for students whose functional ability levels are commensurate with these standards.
- Provide functional assessments for students in accordance with district policies and all applicable state and federal laws.
- Perform all case manager responsibilities as required with state and federal law, including the preparation of Individualized Educational Plan (IEP) documentation, scheduling/orchestration of IEP meetings, and processing of required IEP paperwork to ensure compliance.
- Plan and implement positive behavioral supports for students in the classroom.
- Develop appropriate materials to facilitate student goals and objectives.
- Provide and maintain an organized, functional, safe and engaging learning environment for all students.
- Supervise all para-educators and other classified employees working in the classroom, including communication of individual student needs; monitoring of student-adult relationships; monitoring implementation of appropriate behavioral and/or medical supports; coordination of curricular support and individual assistance; and collaboration for effective implementation of the classroom schedule.
- Implement Crisis Prevention Intervention (CPI) training and an understanding of its function of behavior to prevent behavior and intervene safely and effectively, including restraint when part of a written plan.

- Work cooperatively with all members of the instructional team, including administration, psychologists, health care professionals, designated instructional service providers, paraeducators, general education teachers, and parents.
- Maintain high levels of expertise and skill in assigned curriculum and in strategies used in teaching those subjects.
- Process and maintain confidential student files, as required by district policies, state and federal laws.
- Maintain necessary records of assessment, attendance, and academic progress to evaluate student learning and regularly report that information to parents, students, and supervisor as requested and required by state and federal laws.
- Assist students with adaptive skills needs such as toileting/diapering, washing hands, feeding and cleaning-up after.
- Transition and/or monitor students in various activities (including special transportation) as needed.
- Provide support to students utilizing wheelchairs, braces, and walkers.
- Operate computer, audiovisual equipment, assistive technology, and other necessary learning equipment.
- Ability to implement a universal classroom visual schedule as well as an individualized student visual schedule.
- Collaborate with other service providers to implement a consistent icon exchange for students requiring a high level of communication support.
- Plan and implement academic and functional instruction for students who exhibit communication, social, and behavioral challenges using EBP and modified curriculum.
- Routinely collect and analyze student data on academic, functional, behavioral, and communication progress.
- Collaborate with all services providers and other staff to support and provide documentation of student progress.
- Differentiate instruction to meet the needs of individual students to ensure progress.
- Develop, implement, and evaluate the effectiveness of behavior support plans including a classroom plan and any needed individual plans as well as carry out these plans with fidelity until they are modified by the team.
- Maintain consistent contact with parents in regards to student progress.
- Integrate appropriate levels of technology into the classroom to support group and individualized student learning and access.
- Implement district and school policies regarding the instruction of students.
- Attend required site and district meetings and events.
- Other related duties as assigned.

Training and Experience:

Minimum requirements:

- BA/BS degree from an accredited college or university.
- CA Education Specialist Instruction Credential (Moderate/Severe Specialization) (preliminary or clear) from an accredited university credentialing program.
- A minimum of 2-years' experience working in a special education setting with students with special needs.

Other requirements:

- Current CPR and First Aid certification, which may be provided by the school district.
- Willingness to commit to training in Applied Behavior Analysis and Evidence Based Practices.
- NCI certification is required within 6 months of employment, and will be provided by the district or SELPA.

Minimum Knowledge, Skill and Ability:

Knowledge of:

- Human development and characteristics of students with severe disabilities and other disabilities qualifying them for moderate/severe Special Day Class placement.
- California Alternate Performance Assessment standards and California Academic Standards for functional and grade levels assigned, and strategies for instruction of these standards to severely handicapped students.
- California Standards for the Teaching Profession.
- Current effective, research-based teaching strategies; educational theories; and assessment tools related to students with intensive severe disabilities.
- Positive behavior support theory.
- Federal and state laws regarding Special Education, including the IEP process. Appropriate techniques in interacting successfully with children needing various academic and/or behavior supports, including communication, self-care/independent living, motor skills, functional academics, vocational, social-emotional, and recreation/leisure.
- Electronic communication and computer keyboarding.
- Child abuse laws and procedure.

Skill and Ability to:

- Relate effectively to and demonstrate receptive attitude toward children with intensive severe disabilities, and toward students and parents of diverse cultural and socioeconomic backgrounds.
- Work amicably with and communicate effectively with all staff members, including administration, psychologists, health care professionals, designated service providers, general/special education teachers, and paraeducators.
- Understand and follow both oral and written directions.
- Work within an established schedule, meeting necessary timelines.

- Analyze and use data to develop goals and plan instruction.
- Exercise good judgment in emergency situations.
- Maintain flexibility, such as changes in staff or individual student programs. Maintain professional confidentiality.
- Conduct continuous research on changes in available equipment and technology to meet student needs.

Physical Requirements and Working Conditions

- Requires vision (which may be corrected) to read small print.
- Requires hearing within normal range (which may be aided) (approximately 60 db).
- Requires the mobility to stand, stoop, reach and bend.
- Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
- Performs work which may require standing or walking for prolonged periods.
- Is subject to environmental conditions indoors and outdoors (wind, dust, and extreme temperatures), including walking on uneven ground and subject to excessive noise.
- May be required to take and pass a physical examination.
- Will be required to have Live Scan fingerprinting completed and cleared prior to beginning work.

Physical Demands: HPD = Hrs. Per Day			
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3)	Frequently (3 – 6 HPD)
Sitting		X	
Standing			X
Walking			X
Bending (Neck)			X
Bending (Waist)			X
Kneeling		X	
Reaching			X
Stooping		X	
Crawling	X		
Twisting (back & neck)		X	
Climbing	X		
Pushing/Pulling		X	

	Lifting			Carrying		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.		X			X	
11 – 25 lbs		X			X	
26 – 50 lbs.		X			X	

Mental Demands	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise			X
Interpret Data			X
Organize			X
Write			X
Plan			X
Multi-Task			X
Verbal/Written Communication Skills			X

Equipment Use	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone	X		
Copier	X		
Computer		X	
Fax	X		