

SANTA CRUZ COUNTY OFFICE OF EDUCATION
TEACHER OF THE EMOTIONALLY DISTURBED

DEFINITION

To provide directed learning experiences for emotionally disturbed students in a Day Treatment Program with emphasis on personal adjustment, behavior management, and academic achievement; coordinate the activities of aides and volunteers; assess and effectively manage student behavior and progress; and perform related instructional duties as assigned.

EXAMPLES OF IMPORTANT AND ESSENTIAL DUTIES

Assess individual abilities and needs of students and provide appropriate level of directed learning experiences.

Establish realistic and appropriate goals and objectives for each assigned student.

Design and effectively implement an appropriate learning program for each student.

Model, encourage, and reinforce acceptable student behavior, attitudes, personal hygiene, social skills, vocational awareness, safety skills, self-image, and academic skills.

Adjust and individualize educational program, including modifying an activity and creating adaptations, on an individual basis for the purpose of helping the student to become as independent as possible.

Adapt learning environment, such as by rearranging furniture, and prepare specialized materials to meet the needs of individual students.

Participate in IEP (Individual Educational Program) meetings.

Evaluate, through observation, daily performances of each student using checklists and progress charts, and adjust directed learning activities accordingly.

Develop, with the student's parents, and/or student when appropriate, short-term IEP objectives.

Maintain accurate attendance and student progress data/records and submit necessary reports in a timely manner.

Establish and maintain effective communication with other instructional/support staff members, parents, community agencies, employers, and the general public.

Arrange with staff for integration of students into regular classes as indicated in IEP.

Provide overall coordination of the individual's program in the classroom with therapy services, integration activities, and community or other appropriate services.

Participate in in-service programs and keep abreast of current development and research in new instructional materials related to specialized instructional programs.

JOB RELATED AND ESSENTIAL QUALIFICATIONS

Knowledge of:

Modern and effective teaching methods, practices and techniques, including those within the domain of the required credential

Applicable rules and regulations pertaining to the Special Education Program..

Design and implementation of effective specialized directed learning program appropriate for assigned students.

Skill and Ability to:

Assess individual student needs, establish realistic and appropriate goals and objectives, and design and implement specialized learning program.

Communicate orally and in writing sufficiently to express ideas, thoughts, and instructions clearly to students and staff.

Plan and conduct a system of continuous evaluation of each student's progress.

Maintain a suitable learning environment including appropriate planning and organization of classroom or related setting, and educational aids.

Collaborate effectively with parents, staff, and therapy services.

Keep accurate records and submit reports in a timely manner.

Meet the physical requirements necessary to perform assigned duties in a safe and effective manner for self and others.

EDUCATION AND EXPERIENCE

Any combination of education, training, and experience that would likely provide the required knowledge and skills is qualifying. A typical way to obtain the required knowledge and skills would be:

Education:

Possession of a B.A. Degree supplemented by recent teaching experience including experience and/or training within the domain of the required credential.

License or Certificate:

Possession of an appropriate California Teaching Credential (SH).

Insurability by the designed liability carrier for the Santa Cruz County Office of Education.

SPECIAL REQUIREMENTS

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 essential functions. Essential duties require the following physical skills and work environment:

Standing and walking short distances frequently on a daily basis; sitting, bending, twisting, squatting, and pushing/pulling regularly to occasionally; lifting 50 to 100 lbs. maximum with frequent lifting and/or carrying objects weighing up to 20 lbs. Frequent use of hands, vision, hearing, speech/language processes; physical strength and emotional stamina sufficient to organize and coordinate a variety of activities; ability to use a variety of special education materials and supplies, telephone, computer, video equipment, photocopier, school supplies, and curriculum materials.

Assigned work is normally performed in a variety of settings including classroom, school, community, vocational, domestic, and recreation/leisure environments. Continuous contact is required with administrators, teachers, parents, and local community agencies.

Approval Date: 1995.