

COMPTON UNIFIED SCHOOL DISTRICT
HUMAN RESOURCES AND EMPLOYEE DEVELOPMENT

POSITION DESCRIPTION

Title:	Teacher – Special Day Class	Reports To:	Director - Special Needs
Department:	Educational Support Services	Classification:	Non-Management
FLSA:	Non-Exempt	Work Year	Ten (10) Months
		Salary:	Schedule A

I. DESCRIPTION OF POSITION

Under the direction of the Director of Special Needs and the site principal, the special day class teacher instructs students who require remedial and specialized assistance in academic, social and behavioral skill areas in a self-contained classroom setting and plans, develops, organizes and assists in the implementation of a comprehensive individualized educational program for students experiencing multiple learning disabilities.

II. MAJOR DUTIES AND RESPONSIBILITIES

- A. Teaches and instructs pupils with special learning needs in subject matter areas, auditory and visual perceptual training and fine and gross motor skill development.
- B. Utilizes an adopted course of study, curriculum and instruction guidelines and other materials to develop lesson plans and teaching outlines designed to remediate diagnoses learning dysfunctions.
- C. Utilizes a variety of specialized methodology to provide instruction and to assist other instructional personnel, including remedial instruction, demonstrations and activity participation using a variety of educational equipment, materials, books and learning aids.
- D. Reviews, analyzes and evaluates the history and background of pupils with learning disabilities, and assists instructional personnel in the assessment of pupils with learning disabilities.
- E. Designs educational programs to meet individual learning needs and assists in implementing the various educational processes.
- F. Individualizes instructional processes and adapts instructional delivery systems as needed.
- G. Provides individual and group instruction in remediating student learning disorders, and effectively utilizes available instructional time.
- H. Employs a variety of behavior management strategies and techniques, including behavior modification, reinforcement and other positive behavior shaping processes.
- I. Assists in the coordination of the individual education program planning team.
- J. Reviews, analyzes and evaluates student academic, behavioral and social growth.
- K. Records and reports perceptions of student progress, and recommends changes to students' individual educational programs.
- L. Prepares, administers, scores and records the results of criterion-referenced and group standardized tests to evaluate student growth and progress.
- M. Counsels, confers and communicates with parents and instructional personnel concerning student progress and the interpretation of students' individual educational programs.
- N. Arranges with mainstream classroom teachers for the inclusion of students in mainstream instructional processes.
- O. Utilizes a variety of instructional skills and methods, varies instructional modes to accommodate student needs,
- P. Follows a planned professional growth program, participates actively in local, state and national professional education associations, and studies local, state and national guidelines for effective special education instruction.
- Q. Performs related duties as assigned.

III. EDUCATION AND EXPERIENCE

- A. Possession of a valid California preliminary or professional clear Education Specialist Instruction credential, or an Emergency Permit or a Waiver from the California Commission on Teacher Credentialing.
- B. Possession of either a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate, a Cross-cultural, Language and Academic Development (CLAD) certificate, a Bilingual Certificate of Competence (BCC), or a Language Development Specialist (LDS) certificate is highly desirable.
- C. Three years of successful teaching experience, including at least one year with students with learning disabilities.
- D. Bilingual ability is desirable.

IV. KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- A. Differentiated instructional practices that promote academic success for students with learning needs.
- B. Principles, practices, trends, goals and objectives of special education.
- C. Behavior management and behavior shaping strategies, techniques and methods.
- D. Current applicable laws, regulations, codes, policies and procedures.
- E. District organization, operations, policies and objectives.
- F. Needs of a culturally and linguistically diverse student population.
- G. Interpersonal skills, conflict resolution strategies and procedures and team management building methods and techniques.

Ability to:

- A. Work cooperatively and effectively with other teachers and administrators.
- B. Plan, organize, develop and assist in the implementation of a comprehensive remedial instructional program for pupils experiencing learning disabilities.
- C. Effectively assess the educational needs of students with learning disabilities and design, develop and implement individualized education programs.
- D. Evaluate and analyze complex problems, issues and concerns, recommend appropriate alternative solutions and make effective and timely decisions.
- E. Interpret, apply and explain rules, regulations, policies and procedures.
- F. Analyze situations accurately and adopt an effective course of action.
- G. Supervise the performance of assigned staff.
- H. Meet schedules and timelines.
- I. Work independently with minimal direction.
- J. Plan and organize work.
- K. Demonstrate effective communication skills both orally and in writing.
- L. Use a computer.

V. WORKING CONDITIONS

Environment:

School sites.

Physical abilities:

Hearing and speaking to exchange information and make presentations.

The Compton Unified School District supports equal opportunity employment for all applicants and does not discriminate on the basis of age, race, sex, sexual orientation, marital status, physical or mental disability, national origin, ancestry, creed, Vietnam status, arrest or conviction record, or any other reason prohibited by state or federal law. Employees of this District are required to comply with the provisions of Title VI of the Civil Rights Act and Title IX of the 1972 Educational Amendments.