



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: Pathways Teacher

Position Type: Certified	Department: Administrative Leadership and Services
Salary Schedule: Certified	Location: District Office
Reports to: Principal	
Term of Employment: 9 months	Shift: Day
Approved By: Human Resources	Date: June 5, 2025

POSITION SUMMARY:

Provide structure, support, and educational opportunities for students that are at-risk for academic and/or behavior reasons. Work collaboratively with students, parents, staff, and district in accordance with the district's vision and mission to promote student achievement.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

CURRICULUM/INSTRUCTION/ASSESSMENT:

- Places emphasis on student achievement.
- Establishes a culture for learning by implementing State Standards and District curriculum in an engaging and differentiated way.
- Demonstrates knowledge of individual student skills and designs instruction accordingly.
- Selects appropriate instructional goals and implements coherent, standards-based instruction.
- Identifies, creates, and adapts instructional resources to meet the needs of students from diverse backgrounds and with varying abilities.
- Enhances instruction using available resources, including student choice, to build academic knowledge toward grade level.
- Uses effective questioning and discussion techniques; responds to student inquiries within twenty-four hours.

- Reflects on instructional practice and adjusts methods to support student growth.
- Uses motivational strategies to promote student engagement and persistence.
- Assesses student learning through varied academic/achievement assessments with opportunities for student choice.
- Provides timely, specific feedback and maintains accurate records of student performance, including archived work, participation data, and grades.
- Flexibly instructs and supports students in both Alternative Pathways as well as those who may need courses beyond the traditional school day through digital tools and technology-based instruction, including for credit recovery and alternative pathways.
- Collaborates with parents/guardians to monitor academic progress, support onboarding into the program, and assist with transition or exit to the home campus when appropriate.

BEHAVIORAL:

- Builds positive, trusting relationships with students by creating a safe, supportive, and respectful environment.
- Maintains fairness and consistency in setting behavioral expectations and addressing student conduct.
- Promotes responsibility, integrity, and respect for self and others while supporting cultural awareness.
- Implements and maintains individualized behavior support systems and monitors progress using appropriate data tools.
- Adheres to district guidelines for restraint and seclusion; uses approved crisis intervention techniques when needed.
- Supports and monitors behavior plans in collaboration with IEP teams, parents/guardians, and staff.
- Assists in the development and implementation of interventions and sensory strategies that address student behavior and emotional regulation.
- Coordinates with relevant staff and parents/guardians to ensure smooth behavioral transitions within and out of the program.

COLLABORATION/COMMUNICATION:

- Communicates clearly and accurately with all audiences.
- Provides timely, actionable feedback and regular updates on student performance to students, parents/guardians, and school staff.
- Maintains consistent and collaborative communication with site administrators and Alternative Pathways staff where the Alternative Pathways program is hosted.
- Coordinates with district departments to ensure program fidelity and student success.
- Participates in Multi-disciplinary Conferences, IEP Meetings, and parent conferences as appropriate.

- Supports IEP teams by contributing to data collection and helping implement student support plans, behavior interventions, and transition goals.
- Works closely with parents/guardians throughout the student's enrollment, from onboarding to program completion or reintegration at the home campus.
- Serves as a liaison between students, families, counselors, administrators, and district staff to align academic, behavioral, and support services.
- Teaches and/or facilitates in-person and online learning experiences, including online labs and credit recovery modules.
- Motivates students in virtual and blended environments while promoting time management and self-discipline.
- Participates in required campus and district meetings, in-services, and collaborative work with colleagues.
- Must have knowledge of Google Suite, Microsoft Office, Learning Management Systems, and internet-based applications.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Must have a Bachelor's degree (BA) from a four-year college or university.
- Online Facilitator experience is preferred.
- Experience with students in alternative educational settings preferred.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.

- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Must be physically able to appropriately restrain students if there is the need for protection of staff and students.
- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 50 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- Must be open to a flexible work schedule, including later start times and extended afternoon or evening hours, to accommodate student needs and support credit recovery efforts as determined by the program and site requirements.
- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.