



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: Teacher of SCORE Program : K-12
Structured Classroom Opportunities with Rigor & Excellence (SCORE)

Position Type: Certified	Department: Student Support Services
Salary Schedule: Certified	Location: Schools
Reports to: Student Support Services and Service School Administration	
Term of Employment: 9 months	Shift: Day
Approved By: Human Resources	Date: April 10, 2023

POSITION SUMMARY:

SCORE Programmatic Demographics: This specialized program is designed to service K-12 grade students who have had a diagnosis of autism or have consistently displayed autistic-like tendencies as a primary feature of their disability. Students with developmental delay and or a need for a structured teaching model (STM) may also benefit from this specialized program. The student(s) may have a developmental disability that significantly affects verbal and nonverbal communication and social interaction so that educational performance is adversely affected.

The teacher will:

- Instruct students with significant communication/behavioral/structural challenges in a specialized classroom setting.
- Proactively implement a behavior management system for students in the classroom and on the school grounds.
- Write and implement IEPs for students. Is responsible for delivering instruction in all content areas.
- Be responsible for implementing a wide range of behavior interventions including the use of Non Violent Crisis Prevention Intervention (NVCPI) techniques and positive behavioral interventions.

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:

- Provides instruction aligned with the State Standards and District adopted curriculum appropriate to each student's grade level.
 - Specific focus on foundational skills in alternate/modified curriculum, i.e. Unique Learning Systems.
- Familiarity with Structured Teaching Model (STM) and implications of this programming.
- Teaches safe and socially acceptable replacement behaviors in order to build a repertoire of communication, social interaction, and problem-solving skills.
- Identifies, selects, creates, accommodates and modifies instructional resources to meet the needs of students with varying backgrounds, abilities, and needs through differentiated instruction to engage all students in meaningful learning.
- Uses technology to supplement instruction.
- Uses technology to provide access to curriculum for students that require assistive technology.
- Identifies and requests needed materials, supplies and equipment to implement IEP services, utilizing all available resources to enhance instruction.
- Performs academic/achievement assessments as directed.
- Maintains and keeps archives of student work, and effectively assesses student learning by maintaining and reporting student participation and grades.
- Provides specially designed instruction consistent with student's Individualized Education Plan (IEP) utilizing strategies, methods and materials appropriate to the learner's abilities, needs and learning style.
- Schedules and facilitates IEP Meetings in conjunction with general education staff and related service providers.
- Participates in Multi-disciplinary Evaluation Team meetings.
- Develops and revises compliant IEPs that meet all federal and state guidelines for students by the annual IEP due date.
- Identifies and requests environmental accommodations and adaptive equipment for students.
- Conducts IEP goal progress monitoring and sends a copy of the progress toward goals home to parents on a quarterly basis.
- Develops and maintains IEP data repositories to inform data discussions and decision making at IEP meetings.
- Attends assessment and alternative assessment trainings and proctors assessments when required.
- Conducts quarterly IEP reviews for each student in conjunction with the student's home campus.

BEHAVIORAL:

- Effectively manages student behavior using positive behavior intervention techniques and an extensive knowledge of Boys Town strategies.
- Increases the frequency or duration of safe or appropriate replacement behaviors by providing access to reinforcers such as: desired items, actions, and attention.
- Develops and maintains a classroom wide behavior management system.
- Collects behavioral data using District approved data collection sheets and consistently analyzes data sets to inform behavioral intervention.

- Conducts and/or collaborates on Functional Behavioral Assessments (FBA) in conjunction with the school psychologist.
- Develops, collaborates and/or revises individualized Behavior Intervention Plans (BIP)s for each student in conjunction with the IEP team.
- Implements individualized Behavior Intervention Plans (BIP) for each student.
- Adheres to District-approved restraint and seclusion guidelines and is properly trained through District protocols.
- Applies and supervises the application of approved crisis intervention techniques.

COLLABORATION/COMMUNICATION:

- Communicates clearly and accurately with all audiences in both spoken language and written correspondence.
- Communicates and collaborates with general education staff regarding student progress in the general education environment (when student is provided access to general education environment).
- Communicates with each student's home campus regarding student progress.
- Collaborates with each student's home campus to schedule observations and opportunities for modeling.
- Consistently communicates with parents regarding the student's growth and continued needs.
- Communicates and collaborates with site and district leadership to determine needs for professional development and procedural training.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.
- Provides substitute coverage as assigned by the supervisor on an as needed basis.

SUPERVISORY RESPONSIBILITIES:

- Supervises and evaluates any assigned paraprofessionals or behavior techs.
- Supervises students.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Ability and desire to provide outstanding customer service.
- Ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have the ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have patience and an aptitude for technical troubleshooting.
- Must have knowledge of Microsoft Office, and internet-based applications.
- Demonstrates the ability to work effectively under time constraints.

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.
- Properly certified in special education.
- Must attain SEI endorsement as required by Arizona Department of Education.
- Must be trained in Crisis Prevention Intervention (CPI) techniques on an annual basis.

EDUCATION AND/OR EXPERIENCE:

- Must have a Bachelor's degree (BA) from a four-year college or university.
- Minimum of 3 years successful experience working with students that have behavioral challenges.

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:

- 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 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Must be physically able to appropriately physically intervene with students if there is the need for protection of staff and students. This is always as a last resort.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate to high.
- 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.