



DEER VALLEY

Unified School District

JOB DESCRIPTION

Job Title: **Teacher of the Emotionally Disabled Public Day Program**

Position Type: Certified	Department: Student Support Services
Salary Schedule: Certified	Location: School
Reports to: EDP Manager and Principal	
Term of Employment: 9 months	Shift: Day
Approved By: Human Resources	Date: March 11, 2019

POSITION SUMMARY:

To teach students with severe emotional disabilities in a public day setting. Is responsible for implementing a behavior management system for students in the classroom and on the school grounds. Write and implement IEP's for student in the class. Is responsible for delivering instruction in all content areas under the supervision of the teacher of record. Is also responsible for implementing a wide range of behavior interventions including the use of Non Violent Crisis Intervention techniques including therapeutic holds in accordance with governing board policies when necessary.

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:

- Develops and implements lesson plans for each area of instruction aligned with the state standards and IEPs.
- Provides instructional, vocational, and developmental assistance to students who are profoundly emotionally disabled.
- Applies basic practices of effective behavioral management, and teaches problem solving skills.
- Develops and maintains a behavior management system, including monitoring and charting behaviors specific to individual behavior plans.

- Applies and supervises the application of approved crisis intervention techniques to students with aggressive behavior and restrains violent students appropriately as needed.
- Adheres to District-approved restraint and seclusion guidelines.
- Administers appropriate assessments to students to evaluate skill level, progress, and achievement.
- Provides instruction consistent with students' Individualized Education Plans, using strategies, methods and materials appropriate to the learner's abilities, needs, and learning style.
- Develops materials and individualized behavioral management strategies which will enable more effective learning.
- Schedules and participates in Multi-disciplinary Conferences, IEP Meetings and parent conferences as needed or appropriate.
- Develops and revises Individualized Educational Plans for students as necessary.
- Consults with parents, staff and outside agencies as appropriate or necessary.
- Maintains and submits in timely manner accurate class lists, IEP data for measuring progress towards objectives, IEP Quarterly and Semester Reviews and other required district and compliance documentation.
- Attends required department and campus meetings.
- Performs academic/achievement assessments on students when indicated.
- Coordinates IEP Meetings with related service providers.
- Assumes responsibility for the IEPs as the primary service provider.
- Consults with the psychologist and other appropriate staff in developing and implementing counseling and processing activities/strategies.
- Supervises behavior techs in both instructional and non-academic duties.
- Effectively implements State Standards and District curriculum.
- Demonstrates knowledge of students and individualizes appropriately.
- Selects appropriate instructional goals.
- Utilizes all available resources to enhance instruction.
- Designs and implements coherent instruction.
- Effectively assesses student learning.
- Creates an environment of respect and rapport.
- Establishes a culture for learning.
- Effectively manages classroom procedures.
- Effectively manages student behavior.
- Optimizes physical space and resources for safety and usage.
- Communicates clearly and accurately with all audiences.
- Uses effective questioning and discussion techniques.
- Engages students in meaningful learning.
- Provides useful and timely feedback to students.
- Demonstrates flexibility and responsiveness.
- Reflects on teaching and varies techniques and approaches accordingly.
- Maintains accurate records.

- Communicates well with parents, students, staff and administrators.
- Contributes to the school and district.
- Grows and develops professionally.
- Demonstrates professionalism at all times.
- Follows all administrative procedures and policies of the school and district.
- Provides differentiated instruction for students of all abilities.
- Works cooperatively with all staff members.
- Uses effective motivational techniques.
- Places emphasis on both student achievement and well being.
- Must meet any additional specific job requirements as indicated by the school.

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 one to three employees in the EDP classroom.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Responsibilities include helping with interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.
- Supervises and evaluates any assigned paraprofessionals or aides.
- Supervises students.
- Supervises any assigned parent volunteers or chaperones.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the 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 ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

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 have a Special Education K-12 Certification with either Cross Categorical or Emotional Disability.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Training and education with Positive Behavior Interventions and Supports (PBIS) required.

LANGUAGE SKILLS:

- Demonstrates the ability to write reports and IEPs with proper format, punctuation, spelling and grammar.
- 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 ever the need for the 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 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- 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.