

# **Sacramento County Office of Education Job Description**

## **Classification Title: Teacher for Severely Handicapped**

### **DEFINITION**

Under the supervision of the administrator, plans and provides instruction to individuals with exceptional needs, designated as severely handicapped. Performs related duties as required.

### **DIRECTLY RESPONSIBLE TO**

Appropriate administrator

### **SUPERVISION OVER**

Trains and assigns the work of instructional support staff and provides input into performance evaluation process.

### **DUTIES AND RESPONSIBILITIES**

(Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks which may be found in positions within this classification.)

#### **Individualized Education Program Process**

Conducts assessment/evaluation of student abilities and needs; attends and serves as a member of the IEP Team to determine eligibility of students for program; assists in the development of IEP instructional goals/objectives; assists in identifying other related services for the student; reassesses/evaluates student progress; completes all appropriate paperwork and data entry required for the IEP and submits reports in a timely manner to coincide with IEP review meetings.

#### **Instruction**

Establishes instructional/learning environment for students; may teach a variety of students with primary disabilities including: Multiple Disabilities, Autism, Deaf-Blindness, Emotional Disturbance and Mental Retardation; develops, adapts/modifies and sequences a variety of instructional activities to meet the students' individual goals/objectives which are based on the student's IEP; provides student instruction; monitors/charts behavioral and instructional progress for the students; establishes/maintains behavioral management system for students; establishes a varied environment which accommodates the differing ways that students learn; coordinates opportunities for inclusion in the general education setting; maintains records and reports regarding pupil progress in a timely manner.

May provide direct instruction to students in the following areas as determined in the IEP: academics, communication, fine and gross motor, mobility, social/recreation/leisure, community, vocational, and independent living skills.

#### **Interpersonal Relations/Communications**

Maintains cooperative working relationships with parents, staff, other school district personnel and other community service agencies; maintains effective and timely written and oral communication with parents, staff, other school personnel, and community agencies; conducts yearly interviews with parents/care providers to obtain pertinent information in relation to student program planning; attends various school related meetings.

#### **Training/Consultation**

Provides parent education related to students' needs; trains paraprofessionals assigned to class, provides inservice training/consultation to staff, school district personnel, volunteers, and agency personnel; works with regular education staff to foster integration of special education students; participates in professional development activities.

### **MINIMUM QUALIFICATIONS**

#### **Education, Training, and Experience**

Possession of an appropriate valid California special education credential; appropriate certification for teaching English Language Learners; evidence of compliance under No Child Left Behind (NCLB). Preference will be given to individuals with classroom experience in working directly with severely handicapped students.

**Knowledge, Skills and Abilities:**

Knowledge of assessment methods, techniques and tools appropriate for the different disabilities served; knowledge of and ability to apply principles and methods of developing an instructional and behavioral management system; knowledge and experience for teaching pre-academic and academic subjects; knowledge of alternative means of communication for nonverbal students including total communication strategies; ability to teach communication skills to all students; ability to design and implement Individual Educational Plans for individuals with disabilities; willingness to work with and/or learn adaptive equipment; knowledge of appropriate behavior management strategies for students with severe disabilities; knowledge and/or willingness to be trained in specialized health care procedures and equipment; will be required, as the needs of student dictate, to perform cardiopulmonary resuscitation, first aid, and specialized physical health care procedures including but not limited to suctioning and alternative feeding, elimination care, and the safe handling of students who are known carriers of chronic infectious diseases.

**Other Characteristics**

Possession of a valid California driver's license and be able to provide own transportation in conduct of work assignments (mileage reimbursed).

6/2010