

SACRAMENTO COUNTY OFFICE OF EDUCATION

CLASSIFICATION TITLE: Outdoor, Conservation & Environmental Education Teacher

DEFINITION

Under general direction provides instructional leadership and learning activities in environmental and conservation education; assists with the pre and post-session planning; assists in the planning and activities of in-session training programs; uses effective assessment devices for all students and works with visiting staff, parents and chaperones.

DIRECTLY RESPONSIBLE TO

Director, Sly Park

SUPERVISION OVER

None

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.)

Assists in the continuing development of an outdoor education curriculum; provides instruction using age appropriate California State Science Standards to elementary and secondary students in outdoor, conservation, and environmental education; staff resource for in-service education program for teachers; plans and conducts evening programs (videos, films, games, music, talks, etc.); hikes with groups over uneven terrain in all weather conditions; provides necessary supervision as assigned. This is a 24-hour a day program.

MINIMUM QUALIFICATIONS

Education, Training, and Experience

Possession of a valid California multiple subject teaching credential; major or minor preferred in one or more of the following: Biology, Life Science, Environmental Education, Natural Resources, Wild Life Management, Forestry, and outdoor education experience. Consideration will be given to candidates with background in a regular classroom, outdoor education, and camp experience as well as course work or experience in communications, child development, learning theory, environmental education and individualized instruction.

Knowledge, Skills, and Abilities

Knowledge of growth and development characteristics for pre-adolescent children; knowledge of ways to successfully effect learning; knowledge of our ecological system and sub-systems; knowledge of strengths and limitations of various learning theories; ability to provide effective leadership to pre-adolescent students; ability to effectively communicate with children; ability to promote and develop student's desire to learn; ability to provide learning opportunities appropriate to fostering student's behavior that enhances desirable ecological practice; skill to utilize effective teaching strategies; and ability to evaluate and revise one's own instructional practices and programs; lead hikes up to six miles in length in all weather conditions; ability to learn all available resources, such as climbing wall, global positioning system, planetarium, etc.

Revised 5/2007