

**NATOMAS UNIFIED SCHOOL DISTRICT**

**OPPORTUNITY CLASS/INDEPENDENT STUDY TEACHER**

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.*

**DEFINITION**

Spend approximately one-half time with opportunity students, grades 7-9, and one-half time with students on independent or home study. To participate in the planning, implementing and evaluating of the best possible program for students with consideration for their individual needs.

To plan, prepare and implement lesson plans for assigned classes; to provide instruction; to evaluate student progress and provide special assistance as necessary; to provide instruction and support for independent or home study students; and to perform related duties as assigned.

**SUPERVISION RECEIVED AND EXERCISED**

Receives general direction from the Principal and/or Coordinator of Alternative Education.

Exercises functional supervision over instructional support staff.

**ESSENTIAL FUNCTION STATEMENTS**--*Essential responsibilities and duties may include, but are not limited to, the following:*

**Essential Functions:**

1. Participate in the planning and implementation of the opportunity program for Natomas Unified School District.
2. Deliver a student centered individualized educational program.
3. Provide a learning environment that allows for individual differences and respect for the dignity and worth of each student; promote and encourage a positive and nurturing learning environment.
4. Maintain an orderly and structured learning environment conducive to positive student behavior.
5. Plan and prepare lessons; identify and select instructional support material; provide instruction to students in a multi-grade classroom and maintain appropriate records. Assist in review and necessary revisions in the educational program. Talk

with regular classroom teachers regarding curriculum and other pertinent issues. Meet and confer with colleagues on a regular basis.

6. Plan, assign, and direct the work of instructional support staff; train staff and review work practices.
7. Establish standards of student performance which can be quantitatively and qualitatively evaluated; prepare tests and assignments; correct papers and monitor student progress; prepare progress reports and report cards. Provide follow-up on students who are returned to regular classroom.
8. Assist in the preparation of appropriate reports for the District, County and State.
9. Assist specialist in the identification, assessment, and resolution of special student problems; participate in IEP and Student Study Committee meetings, as appropriate. Work closely with counselors, law enforcement and agencies to enhance chances of successful return to regular education.
10. Administer group and individual tests in accordance with district and school testing programs; assess test results; identify student needs and provide appropriate instructional activities.
11. Develop goals and prepare and implement specific objectives for class and individuals according to Board and District policy.
12. Communicate with parents and students regarding the educational and social progress of students; identify areas for improvement.
13. Supervise students; enforce District and school rules, regulations, policies and procedures; recommend disciplinary actions, as necessary.
14. Participate in professional group meetings; stay abreast of changes and new developments related to teaching techniques.
15. Attend in-service training, faculty and other appropriate meetings.

**Marginal Functions:**

- 1. Exercise supervision and care over books, supplies, and equipment; instruct students on proper use and preservation of school properties.**
- 2. Maintain a clean and safe classroom environment.**
- 3. Participate in extra-curricular activities.**
- 4. Procure and order supplies and equipment.**

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**5. Perform related duties and responsibilities as required.**

**QUALIFICATIONS**

**Be an advocate of Opportunity programs.**

**Knowledge of:**

**Instructional methods and techniques as they relate to opportunity programs and independent and home study programs.**

**Teaching principles and practices.**

**Curriculum for assigned grade level (s).**

**Pertinent Federal, State, and local laws, codes and regulations.**

**Recent developments, current literature and information related to curriculum and instruction.**

**Effective classroom management practices.**

**Service learning.**

**Ability to:**

**Appreciate the uniqueness of opportunity and independent study students.**

**Demonstrate empathy, patience, flexibility and resourcefulness.**

**Prepare and implement lesson plans in a multi-graded secondary classroom.**

**Assess student needs and develop appropriate instructional material.**

**Assist in securing partnerships between the school and outside agencies/businesses.**

**Motivate and manage students.**

**Work effectively with students and parents who have experienced problems with the regular education setting.**

**Communicate clearly and concisely, both orally and in writing.**

**Maintain physical condition appropriate to the performance of assigned duties and responsibilities**

**which may include the following:**

- ***Walking or standing for extended periods of time***
- ***Operating assigned equipment.***

**Maintain effective audio-visual discrimination and perception needed for:**

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- *Making observations*
- *Communicating with others*
- *Reading and writing*
- *Operating assigned equipment and vehicles.*

**Maintain mental capacity which allows the capability of:**

- *Making sound decisions*
- *Demonstrating intellectual capabilities*

**Experience and Training Guidelines**

*Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

**Experience:**

**Responsible teaching experience, which may include remedial instruction, opportunity class, special education, varied grade levels and subject areas.**

**Training:**

**Bachelor's degree from an accredited college or university. Course work appropriate for an opportunity teacher.**

**License or Certificate**

**Possession of an appropriate and valid Teaching Credential issued by the California Commission on Teacher Credentialing.**

**WORKING CONDITIONS**

**Environmental Conditions:**

**Classroom environment.**

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**Physical Conditions:**

**Essential and marginal functions may require maintaining a physical condition necessary for standing and walking for prolonged periods of time.**