ALTERNATIVE EDUCATION TEACHER-COURT

Definition:

Under the direction of the Administrator, provides a variety of high-risk students, (including those who are expelled, truants, on probation or homeless) with educational and emotional support and training. Teachers will assess the academic needs and identify the learning styles of their students in order to guide individual and large group instruction; maintain a safe and orderly learning environment; emphasize academic learning utilizing effective instructional strategies, techniques and culturally relevant curriculum to support student achievement.

To meet the learning needs of students, teachers will be part of a systematic collaborative process to analyze student data, thus impacting professional practices that result in improved student learning. Teachers must use an educational process that blends teaching knowledge with student performance, and demonstrate knowledge of the California Standards for the Teaching Profession and the California Academic Content Standards. Teachers will be expected to grow as educational professionals to attain greater confidence in teaching skills.

Distinguishing Characteristics:

- Employees in this class receive general direction within a framework of standard policies and procedures related to the educational programs to which they are assigned.
- This class works directly with adjudicated and incarcerated youth.
- The job requires a high degree of knowledge, skills and experience in working with at-risk youth.
- Contacts with others include juvenile probation, social services, other school districts, community-based organizations and agencies.

Supervision Exercised and Received:

General direction is provided by the program Administrator.

Example of Duties and Responsibilities:

Duties and Responsibilities may include, but are not limited to, the following:

- Implement research-based programs that show consistent and continued gains in student learning and mastery of academic skills

- Design and develop an educational environment that accommodates an instructional learning program for students based on individual and group learning styles
- Implement grade level appropriate instructional techniques to foster self-esteem and academic success for students
- Use academically culturally appropriate resources and curriculum to guide instruction
- Collaborate as a member of an educational Professional Learning Community
- Set up accountability systems for formative assessments and evaluations of progress, achievement, attitude and/or behavior differences of students
- Work with school and agency staff to assist with program implementation
- Participate in professional learning activities
- Use multiple assessments to identify, monitor, assess, and evaluate academic achievement of students
- Teach pupils one or more subjects on a level commensurate with their emotional, physical and intellectual needs
- Provides individual and small group instruction
- Provides appropriate physical and psychological environment to establish and reinforce acceptable pupil behavior, attitudes and social skills
- Confers frequently with agency staff regarding pupils and their needs
- Confers frequently with administrators, counselors and teachers from pupil's home school district regarding the pupil
- Keeps current on current trends in the education of high-risk youth
- Observes security and safety measures regarding keys, scissors, pencils and other potentially dangerous instruments
- Acts as a liaison with School Attendance Review Board (SARB) and District Child Welfare and Attendance Personnel

Employment Standards:

Knowledge of:

- Use advanced skills in the development of innovative instructional strategies that actively engage students and have a comprehensive understanding of California Academic Content Standards
- Demonstrate skills in effective classroom/behavior management; employ differentiated instruction to meet needs of specific student populations (ELD, Special Education, low performing, gifted)
- Use assessment data to guide instruction to support student learning and achievement, implement standards-based curriculum and instruction
- Establish effective working relationships with agency partners in support of educational, social and emotional needs of students

- Build success with students in fostering civic responsibility and developing positive self-concept
- Have knowledge and experience with differentiated instruction and the incorporation of technology into the classroom environment
- Be experienced in the use of the California Content Standards in everyday instruction
- Practical application of principles, methods and strategies applicable to high-risk students
- Interagency relationships and effective methods of program coordination
- Behavior interventions and classroom management
- Leadership, integrity, fairness, optimism, self-confidence, persistence, and vitality
- Criteria, guidelines, rules and regulations related to community schools, court schools, and independent study programs
- Skills appropriate for high-risk students

Ability to:

- Organize, prioritize and deliver a variety of instructional strategies
- Express ideas and concepts clearly and concisely in both oral and written form
- Establish and maintain cooperative working relationships with students, teachers, staff and parents
- Work with disturbed students

Computer Skills:

- Basic Word Processing skills, such as the ability to format, save files for cross-platform use and in different versions, work with toolbars, menus and rulers, insert graphics, use borders, and print labels and envelopes.
- Basic Database skills, such as the ability to sort and retrieve records; create layouts, reports, create and print mailing labels; perform mail merge for form letters; add, edit, delete fields and records.
- Basic spreadsheet skills, including the ability to open, modify, save and print a new or existing spreadsheet and enter text and numbers.
- Basic email skills, including the ability to send and open a file attachment.
- Basic Internet usage including the ability to use Netscape or Explorer to view web pages, use a search engine, bookmark a site, download a file; print out web pages, copy text, edit bookmarks, print web pages and observe copyright regulations.

Education and Experience:

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

Education:

- Bachelor's Degree from an accredited college or university with an emphasis in education.

Experience:

- Some formal experience or training working with high-risk, adjudicated or incarcerated youth with adolescent problems, familial dysfunction, substance abuse, and a wide range of behaviors.
- Some experience with continuation schools, probation department schools, court and/or community schools and the special education population preferred.

Credentials:

- A valid California Single Subject Teaching Credential with EL authorization.

Physical Abilities:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- Positions in this classification work indoors and sit for long periods of time.
- The position requires daily oral communication in person and on the telephone, and frequent written communication.
- Requires speaking and hearing ability sufficient to hear over phone and carry on routine conversations.
- The work involves operating a computer, calculator, copier, and other equipment, and involves repetitive arm and hand movement.
- Requires hand-eye-arm and finger dexterity to use a personal computer keyboard, ten-key, and other common office equipment.
- Entering data by touch requires the ability to hear computer alarms for errors.
- Forms and copies are color coded, requiring the ability to distinguish among colors.
- Requires visual acuity sufficient to recognize people, words, and numbers.
- May need to occasionally lift up to twenty (20) pounds and in excess of twenty (20) pounds with assistance.
- Visual acuity sufficient to read manuals, video display screens, and other related material and work at a computer screen frequently and throughout the day.

Work environment:

The following conditions may be present:

- Walking on uneven ground when outdoors.
- Exposure to student illnesses, injuries, infections and bodily fluids.
- May be exposed to chemicals contained in cleaning products.
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice and Federal Bureau of Investigation records checks must be received by the Sonoma County Office of Education, prior to employment.
- Proof of TB test will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California driver license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.