



## RIVERSIDE UNIFIED SCHOOL DISTRICT

**TITLE: VOCATIONAL EDUCATION TEACHER - SDC - MILD/MODERATE -  
Project Team**

**WORK YEAR: 185 Work Days**

### **EDUCATION AND EXPERIENCE:**

- Valid California Education Specialist Instruction – Mild/Moderate credential
- English Learner Authorization
- Autism Authorization

### **PRIMARY FUNCTION:**

The position of the Vocational Education, Special Day Class Teacher, under the supervision of the Program Specialist and/or designee, provides information and coordination of programs such as Supported Employment, and Transition. Provide career counseling outside the school setting. Their chief focus is assisting students with career decisions. The Vocational Education SDC Teacher will also assist students in developing job-search skills, and assist students in locating and applying for jobs.

### **AREAS OF RESPONSIBILITY:**

- Coordinate with special education teachers, parents, and students to assess, evaluate, and write programs for students enrolled in work experience, Supported Employment, and other vocational programs
- Provide information to students regarding appropriate vocational training programs for enrollment
- Consult with teachers to provide input regarding vocation programs for IEP meetings; provide information on vocational programs and assists in development of appropriate individual vocational plans
- Provide resource information to IEP teams as they write Individual Transition Plan meetings for secondary students
- Work directly with special education students in transition; coordinate with community agencies to assist students and families in planning for post-secondary work, education, and vocational training
- Maintain accurate records regarding student participation in the vocational training programs

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- Network with community organizations and business groups; write grants, proposals, and applications for vocational training
- Coordinate with district personnel participating in Transition Partnership Project
- Provide training, domestic, recreational, leisure, community and vocational activities for the assigned students in an educational environment.
- Act as the primary case manager for Special Education purposes for students in the assigned class
- Provide consultation, resource information, and support regarding individuals with exceptional needs to their parents, general education teachers and school staff members
- Plan, develop, implement and monitor a behavior management plan in accordance with district guidelines and established practice
- Assist with the assessment and evaluation of Special Education students
- Monitor student progress on a regular basis; participate in the review and revision of IEP's as appropriate; report student progress and/or lack of progress to the IEP Team
- In conjunction with the site administration, integrate students served in the Special Day Class into general education classes as appropriate
- Facilitate transfer and communication of special education students to different special day classes and/or general education classes as appropriate
- Participate in professional development training designed to improve competencies with regard to techniques of instruction, curriculum, materials, and methods of evaluating pupil progress, as well as maintaining current information and understanding of federal, state, and local regulations regarding Special Education
- Direct, supervise, monitor and evaluate assigned support personnel
- Use data collection to support research-based instruction and to demonstrate student achievement
- Attend staff meetings; participate on committee and school events as assigned; assume responsibility as a staff member with regard to assigned duties.
- Serve as a member of the IEP Team and Student Study Team as appropriate and/or lack of progress to the IEP Team
- Perform other duties as assigned

### **ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:**

- Knowledge of: Principles, theories, practices, methods, and techniques used in curriculum development, lesson planning, and classroom instruction.
- Curriculum expectations for the subjects of band and strings Principles, theories, practices, methods and techniques to create a classroom environment that promotes positive student conduct and motivation for student learning.
- Applicable sections of the State Education Code, District Policies, and other applicable laws Federal, State, and District standardized assessment requirements.

### **Ability to:**

- Adapt plans and instructional delivery to meet the differentiated needs of students.
- Work independently with little direction.
- Monitor students in classrooms, on school grounds, and off-campus for school related activities.
- Maintain professional and positive relationships with students, colleagues, and administration.

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- Operate a computer and job related equipment.
- Read, interpret, apply, and explain rules, regulations, policies, and procedures.
- Maintain current knowledge of applicable curriculum and school instruction related regulations.
- Establish and maintain a variety of accurate record keeping and filing systems.
- Communicate effectively both orally and in writing.
- Maintain consistent, punctual, and regular attendance.

### **Physical:**

- Ability to push, pull, and transport instructional and/or presentation materials
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels
- Ability to bend, twist, stoop and reach
- Ability to commute to various locations to conduct business

### **Mental:**

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels

### **Environment:**

- Indoor – frequently
- Outdoor – occasionally
- Ability to work at a desk and in meetings of various configurations