

CLASSROOM TEACHER

DEFINITION

Under direction, provides an instructional program and directed learning experiences in one or more classes in assigned subject area(s) to assist students in achieving academic, social and emotional goals; plans and administers a curricular program based on Common Core Standards using adopted courses of study and in consideration of individual needs; assesses, evaluates and monitors academic progress; provides a safe and comfortable learning environment; works in collaboration as a team with staff, school districts, probation department, and other outside agencies; and performs related duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from assigned supervisory or management personnel. Exercises no direct supervision over staff.

CLASS CHARACTERISTICS

This journey-level classification is responsible for independently performing professional duties in planning and administering curricular programs in assigned subject area(s). Positions at this level exercise judgment and initiative in their assigned tasks, receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the work unit.

EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Plans and administers an educational program based on Common Core Standards using adopted courses of study and other quality educational resources.
- Assesses students to determine present levels of academic performance and social–emotional learning needs; uses assessment data to inform instructional practices.
- Assists in identifying special needs, abilities, talents and interests of students; develops realistic and appropriate educational goals for students.
- Develops individualized curriculum to assist students in achieving academic, vocational and social goals.
- Uses a variety of instructional strategies and differentiates instruction to meet needs of students.
- Participates in student Individual Education Program (IEP) meetings; implements student goals and modifies lesson plans as established in the IEP.
- Collaborates and consults with the IEP team in the evaluation, educational placement and recommendations for teaching strategies and accommodations to address students' educational needs.
- Collaborates and maintains effective communication with County Juvenile Probation personnel, social service agencies, parents, staff, and administrators.
- Provides a safe and optimal learning environment; establishes and maintains high standards for behavior; uses appropriate classroom management techniques to address inappropriate behavior and acknowledge positive behavior.
- Prepares and maintains in a timely manner a variety of records and reports in compliance with

- department, agency, county, and state requirements.
- Prepares and maintains a current work schedule; prepares lesson plans for substitute teachers.
- Maintains strict student and parent confidentiality.
- Attends and participates in a variety of meetings, committees, conferences, in-services and/or special events.
- Stays current with methodology, trends, technology, best practices, laws and regulations, and other issues related to K-12 education.
- Performs related duties as required.

QUALIFICATIONS

Education and Experience:

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

Education:

- Equivalent to a bachelor's degree from an accredited college or university.

Licenses and Certifications:

- Possession of a valid California single subject or multiple subject teaching credential authorizing teaching in assigned subject area(s).

Knowledge of:

- Common Core standards and subject matter being taught.
- Content and development of educational assessments; techniques for conveying the assessment results to staff and family.
- Evidence based practices regarding curriculum, instructional design, and delivery systems for students in alternative education settings.
- Classroom strategies, structures, and routines that support positive behavior support outcomes.
- Appropriate assessment methods and instruments.
- Availability and utilization of inter-agency and community resources.
- Safety principles and practices including crisis de-escalation strategies, conflict resolution, and other Positive Behavioral Intervention Supports.
- Applicable federal, state, and local laws, codes, and regulations as well as industry standards and best practices pertinent to the assigned area of responsibility.
- Techniques for providing a high level of customer service by effectively dealing with the public, vendors, contractors, and Office staff.
- The structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.
- Modern equipment and communication tools used for business functions and program, project, and task coordination, including computers and software programs relevant to work performed.

Ability to:

- Develop and implement effective, innovative and flexible educational programs employing a wide variety of instructional methods and material.
- Set goals, establish activities and measure progress.
- Motivate reluctant students; problem solve ideas and strategies for students with learning disabilities, low self-esteem, lack of motivation, school anxiety and low-functioning social skills.
- Collaborate with probation officers, counselors, teachers, employers and other support staff in planning

- and implementing educational programs for students.
- Assist individuals in assessing vocational/career skills and translating results into realistic employment plans.
- Work with parents to increase their effectiveness in supporting student progress.
- Choose from a variety of techniques and instruments in order to evaluate student progress; plan and conduct a system of continuous evaluation of each student's progress; access appropriate assistance for students who are not meeting goals.
- Individualize and differentiate instruction.
- Employ observation and classroom management techniques required to increase task behavior and decrease attention getting and disruptive behavior.
- Understand, interpret, and apply all pertinent laws, codes, regulations, policies and procedures, and standards relevant to work performed.
- Prepare clear and concise reports, correspondence, documentation, and other written materials.
- Use tact, initiative, prudence, and independent judgment within general policy and procedural guidelines.
- Independently organize work, set priorities, meet critical deadlines, and follow-up on assignments.
- Communicate clearly and concisely, both orally and in writing, using appropriate English grammar and syntax.
- Establish, maintain, and foster positive and effective working relationships with those contacted in the course of work.
- Effectively use computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office or classroom setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a classroom classification including standing in work areas and walking between work areas required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office and classroom equipment. Positions in this classification frequently bend, stoop, kneel, reach, push, and pull. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 50 pounds with the use of proper equipment.

ENVIRONMENTAL CONDITIONS

Employees work in an office, classroom, and outdoor environment with moderate to loud noise levels, cold and/or hot temperatures, and exposure to blood and body fluids while providing personal assistance to student(s) with daily activities and rendering First Aid and CPR. Employees interact with clients with behavioral disorders/erratic and assaultive behavior, including those which require emergency crisis intervention. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.