

Teacher - Behavior Unit (K-6)

Purpose Statement

The job of Teacher - Behavior Unit (K-6) is done for the purpose/s of providing core instruction, supervision, and behavioral training for students in a self-contained classroom. Teacher will assist in implementing behavior intervention plans, documenting academic and behavioral progress, and modeling appropriate classroom expectations. Special education licensure is preferred.

This job is distinguished from similar jobs by the following characteristics: This assignment involves working closely with students who may exhibit physically or verbally aggressive behaviors which could result in possible injury to staff or other students.

This job reports to the Building Principal

Essential Functions

- Adapts classroom activities, assignments and/or materials for the purpose of providing an opportunity for all students performing at different learning levels and/or with different functional limitations to participate in instructional programs.
- Assesses student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, resolving issues, and achieving established objectives as described in each student's SEP/IEP/504 Plan.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addressing individual student requirements.
- Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Implements academic instruction for individuals or small groups for the purpose of meeting learning goals as established by an SEP/IEP/504 Plan and/or district benchmarks.
- Maintains instructional materials and/or student files/records for the purpose of documenting progress and providing information for parents and other teams members.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Models conversation, manners, clean up activities, listening skills, etc. for the purpose of demonstrating appropriate social and interpersonal behavior.
- Monitors with the student when necessary during a de-escalating situation both within and outside of the classroom (e.g. classroom, playground, field trips, nap times, etc.) for the purpose of for the safety of the student, other students, and staff.
- Participates in collaboration, school and faculty meetings, and other assignments as directed by the Principal for the purpose of conveying and/or gathering information required to perform functions and/or completing tasks as assigned.

- Participates in additional training in specific behavioral intervention techniques (e.g. CPI, CPR, LRBI, emergency procedures, etc.) for the purpose of responding appropriately to student needs to improve the learning environment and safety of the student and others.
- Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code and school policies.
- Responds to inquires from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Responds to emergency situations with appropriate strategies for the purpose of resolving immediate safety concerns of other students from aggressive behaviors exhibited by students with whom they are working.
- Supervises student(s) in transitional settings (e.g. lunch, school bus loading zones, field trips, etc.) for the purpose of providing a safe and positive learning environment in all areas of the campus.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: Instructing students, monitoring and intervening with student behavior, analyzing and collecting data, safety practices and procedures, and collaborating with other personnel.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; appropriate activities to meet student needs; lesson plan requirements; stages of child development; and behavioral management strategies.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: Communicating with a diverse group of students and their parents, displaying compassion and patience, maintaining confidentiality, working as part of a team, have the ability for regular and reliable attendance.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of

resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 30% walking, and 40% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

Experience Job related experience is required.

Education Bachelors degree in job-related area.

Equivalency

Required Testing

Job-Related Skills Proficiency Test

Certificates

Teaching Credential

Continuing Educ./Training

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Range