

Job Title: Crisis Social, Emotional Achievement Teacher **Wage/Hour Status:** Exempt

Reports to: Principal and Assigned Special Education Director **Pay Grade:**

Dept./School: Assigned Campus

Date Revised: 07/01/08

The following statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Primary Purpose:

Provide students with disabilities learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. Develop or modify curricula and prepare lessons and other instructional materials to student ability levels. Work in self-contained, team, departmental, or itinerant capacity as assigned. Specialization: Stabilizing behavior of students with emotional difficulties to equip them with skills to transition back to the Social, Emotional Adjustment (SEA) class. Serve as a resource to other SEA classes district-wide in providing behavior/classroom management strategies. Assist with the development of BIPs and their implementation

Qualifications:

Education/Certification:

Bachelor's degree from accredited university
Valid Texas teaching certificate with required endorsements for subject/level assigned

Special Knowledge/Skills:

Knowledge of special needs of students in assigned area
Knowledge of Admission, Review, and Dismissal (ARD)
Committee process and Individual Education Plan (IEP) goal setting process and implementation
General knowledge of curriculum and instruction

Experience:

At least one semester of student teaching or approved internship
Such alternatives to the above qualifications as the administration may find appropriate and acceptable

Major Responsibilities and Duties:

PERFORMANCE RESPONSIBILITIES:

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1. Provide the student with disabilities an individualized educational program (IEP) and/or behavioral improvement program (BIP) consistent with Texas Education Agency requirements.
2. Collaborate with students, parents, and other members of staff to develop IEP and/or BIP through the ARD Committee process for each student assigned.
3. Implement an instructional, therapeutic, or skill development program for assigned students and show written evidence of preparation as required.
4. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
5. Work cooperatively with classroom teachers to modify regular curricula as needed and assist students with disabilities in regular classes with assignments.
6. Participate in ARD Committee meetings as required for the admission, review, and transition or dismissal of students with disabilities.
7. Conduct individualized educational and/or behavioral assessment(s) and use results to plan for realistic instructional and/or behavioral goals, objectives, and activities.
8. Insure students with disabilities demonstrate an acceptable level of academic and/or behavioral performance.
9. Assess the academic and/or behavioral accomplishments of students on a regular basis and provide progress reports as required by the district.
10. Present subject matter and/or behavioral objectives according to guidelines established by IEP and/or BIP.
11. Employ a variety of instructional and/or behavioral techniques and media to meet the needs and capabilities of each student assigned.
12. Conduct ongoing assessments of student achievement through formal and informal testing.
13. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.

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14. Manage student behavior and administer discipline in accordance with board policy. This includes intervening in crisis situations and physically restraining students as necessary according to IEP and/or BIP.
15. Consult with classroom teachers regarding management of student behavior according to IEP and/or BIP.
16. Consult district and outside resource people regarding education, social, medical, and personal needs of students.
17. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
18. Assist in selection of books, equipment, and other instructional materials.
19. Establish and maintain open lines of communication by conducting conferences with parents, students, principals, and teachers.
20. Maintain a professional relationship with colleagues, students, parents, and community members.
21. Use effective communication skills to present information accurately and clearly
22. Participate in staff development activities to improve job-related skills.
23. Keep informed of and comply with federal, state, district, and school regulations and policies for special education teachers.

Supervisory Responsibilities:

Supervise assigned teacher aide(s).

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Frequent standing, stooping, bending, pulling and pushing. Move small stacks of textbooks, media equipment, desks, and other classroom equipment.
