

**Special Education Teacher – Mild/Moderate  
Center for Therapeutic Education Level I and Level II**

**GOAL:**

To develop an individualized educational program for students having 'emotional disturbances' (ED). To maximize opportunities for growth in accordance with each student's individual potential. In doing so, coordinate all available resources – instructional aides and behavioral aides, parents, peers and other professional staff in meeting the needs of these students.

**DESIRED OUTCOMES:**

- Increase student's coping skills in a highly structured and supported environment with an expectation the student will proceed to less restricted environment (LRE) when goals are met.
- Increase productivity and educational achievement to align with expectations in LRE.
- Result in students demonstrating class expectations for Responsible, Respectful, Safe, Cooperative, and Productive behaviors.

The CTE class employs the Acquire, Implement, Maintain Skills (AIMS) Level System with daily home/school communications. The CTE class is a temporary, restrictive placement where students have limited access to peers in general education. The classes are supported by in-class mental health staff.

**PERFORMANCE RESPONSIBILITIES AND DUTIES:**

1. Implements effective academic and social-emotional curriculum for all learners following state standards, and grade level core curriculum.
2. Implements weekly self-governance meetings with fidelity.
3. Uses proactive classroom management strategies with use of the adopted Level Systems.
4. Primarily responsible for Implementing a token and level system with fidelity and provides on-going guidance and coaching to the instructional aides and behavioral aides in the proactive classroom management system.
5. Implements the "Good Behavior Game".
6. Implements Social Skills Training curriculum with fidelity.
7. Monitors the daily progress reports and home - school communication, and meets regularly with the support team to review data presented by the teacher.
8. Implements a daily school to home (two-way) communication system on student's progress.
9. Engages in daily progress monitoring, analysis of the collected data, and interpreting the data with the support team, which affects instructional decisions and behavioral supports provided to the students.
10. Conducts periodic honesty checks of the students' "Self-Monitoring System".
11. Attends IEP meetings with student, teacher and or parent.
12. Monitors and cues targeted student social skills in the classroom.
13. Monitors the daily and weekly behavioral data collection and assists in its interpretation to make decisions.
14. Participates in biweekly Support Team meetings
15. Communicates with assigned mental health provide.
16. Assists in the design and implementation of Functional Behavioral Assessments (FBA).
17. In collaboration with support team, develops and implements a Behavior Support Plan (BSP).
18. Participates in all required staff development trainings.
19. Schedules IEP meetings within legal time lines, and attend the IEP meetings in the role of the Case Manager.
20. Develops and implements the IEP document with fidelity and provides at least quarterly review of progress on all IEP goals, entering progress using the districts web-based IEP program.
21. Works in collaborative manner with school staff, mental health partners, parents and community partners.

**QUALIFICATIONS Minimum:**

1. A valid California Mild/Moderate Education Specialist Credential.
2. Experience and knowledge of students with specific learning disabilities; mild to moderate intellectual disabilities; autism; other health impairment; and emotional disturbance.
3. Ability to guide teaching assistants with classroom activities.
4. Ability to work with parents and general education teachers.
5. Must possess EL authorization, LDS/CLAD certification (*Crosscultural Language Academic Development*), SB1969, SB395, AB2913, or BCLAD.
6. Must possess Autism Authorization.
7. Must be "No Child Left Behind" compliant by subject matter or exam.

**DESIRED QUALIFICATIONS:**

Master's degree in Special Education.  
Knowledge of vocational programs.  
Bilingual/Spanish.

**DESIGNATED AUTHORITY:**

Site Principal or Designee