
ELD TEACHER, ALTERNATIVE EDUCATION

Definition:

Under the direction of the principal or assistant principal, provides a variety of high-risk students, (including those who are expelled, truants, on probation or homeless) with educational and emotional support and training.

Distinguishing Characteristics:

- Employees in this class receive general direction within a framework of standard policies and procedures related to the educational programs to which they are assigned.
- This class works directly with adjudicated and incarcerated youth.
- The job requires a high degree of knowledge, skills and experience in working with at-risk youth.
- Contacts with others include juvenile probation, social services, other school districts, community-based organizations and agencies.

Supervision Exercised and Received:

General direction is provided by the principal and/or assistant principal.

Examples of Duties and Responsibilities:

Duties and Responsibilities may include, but are not limited to, the following:

- Teach pupils one or more subjects on a level commensurate with their emotional, physical and intellectual needs.
- Provides individual and small group instruction.
- Provides appropriate physical and psychological environment to establish and reinforce acceptable pupil behavior, attitudes and social skills.
- Confers frequently with agency staff regarding pupils and their needs.
- Confers frequently with administrators, counselors and teachers from pupil's home school district regarding the pupil.
- Keeps current on current trends in the education of high risk youth.
- Observes security and safety measures regarding keys, scissors, pencils and other potentially dangerous instruments.
- Acts as a liaison with School Attendance Review Board (SARB) and District Child Welfare and Attendance Personnel.

Employment Standards:

Knowledge of:

- Practical application of principles, methods and strategies applicable to high-risk students.
- Interagency relationships and effective methods of program coordination.
- Behavior interventions and classroom management.
- Leadership, integrity, fairness, optimism, self-confidence, persistence, and vitality.
- Criteria, guidelines, rules and regulations related to community schools, court schools, and independent study programs.
- Skills appropriate for high-risk students.

Ability to:

- Organize, prioritize and deliver a variety of instructional strategies.
- Express ideas and concepts clearly and concisely in both oral and written form.
- Establish and maintain cooperative working relationships with students, teachers, staff and parents.
- Work with disturbed students.

Education and Experience:

Any combination of education and experience that would likely provide the knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:

- Bachelor’s Degree from an accredited college or university with an emphasis in education.

Experience:

- Some formal experience or training working with high-risk, adjudicated or incarcerated youth with adolescent problems, familial dysfunction, substance abuse, and a wide range of behaviors.
- Some experience with continuation schools, probation department schools, court and/or community schools and the special education population preferred.

Credentials:

- A valid California Single Subject or Secondary Teaching Credential in English with EL authorization.

Physical Demands (Level II):

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

(Note--Terms used in this section are defined as follows: Rarely--1 to 10%; Occasionally--11 to 33%; Frequently--34 to 66%; and Continuously--67 to 100% of the work day.)

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| Sitting: | Occasionally |
| Standing/Walking: | Frequently |
| Waist Bending: | Occasionally to Frequently |
| Neck Bending: | Occasionally to Frequently |
| Squatting: | Occasionally |
| Climbing: | Rarely |
| Kneeling: | Occasionally |
| Crawling: | Rarely |
| Neck Twisting: | Occasionally to Frequently |
| Waist Twisting: | Occasionally |
| Pushing/Pulling: | Frequently– up to 60 to 75 lbs. at a time (such as pushing wheelchairs) |
| Reaching: | |
| Above Shoulder: | Occasionally |

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| Below Shoulder: | Frequently |
| Lifting/Carrying: | |
| 0-10 lbs: | Frequently - weights carried 50 to 100 feet at a time |
| 11-25 lbs: | Occasionally- weights carried up to 100 feet at a time |
| 26-50 lbs: | Occasionally - weights carried 10 to 100 feet at a time |
| 51-75 lbs: | Occasionally - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers |
| 76-150 lbs: | Rarely - <i>with assistance</i> - weights moved several feet at a time for toileting and transfers |
| Hand Activities: | |
| Repetitive Hand Use: | Occasionally |
| Simple Grasping: | Frequently |
| Power Grasping: | Occasionally |
| Fine Manipulation: | Rarely |
| Hand and Arm Twisting/Turning: | Occasionally to Frequently |
| Computer Operation/Writing: | Rarely |
| | <ul style="list-style-type: none"> • Meet sometimes, strenuous physical requirements necessary to safely and effectively perform assigned duties, including lifting 50 pounds on a regular basis and periodically lifting in excess of 50 pounds with assistance. • May be required to accompany students on field trips, which may require maneuvering into awkward positions or in narrow bus aisles. • Must be able to lift and physically restrain students at times, to take appropriate action in emergency situations, and follow procedures in a calm, responsible manner. • Must be able to communicate and exchange information, effectively discreetly, and accurately in a high activity environment with staff, students, parents, and individuals who may have limited expressive and receptive conversational capacities. • Must be able to detect visual and non-visual warning signs of developing physical or emotional situations that may require attention from staff. • Must be able to prepare and monitor legal and educationally appropriate special education documents including IEPs and behavior plans. • Must be able to express self effectively verbally and non-verbally in classroom with staff, students, and parents. |

- Must be able to discern visual and non-visual signs of physical and non-physical issues that may negatively affect the learning environment.
- Must be able to monitor students and staff visually and non-visually to effectively manage an orderly and safe learning environment.
- Must have normal vision, corrected or uncorrected.

Work Environment:

The following conditions may be present:

- Walking on uneven ground when outdoors;
- Exposure to student illness, injuries, infections and bodily fluids
- May be exposed to chemicals contained in cleaning products
- May be required to maneuver into awkward positions.

Other Requirements:

- Must be fingerprinted and a satisfactory Department of Justice records check must be received by SCOE, prior to employment.
- TB testing will be required upon employment.
- Must pass a pre-employment physical (if applicable).
- May be required to obtain first aid and CPR certificates within the first 6-12 months of employment.
- May be required to drive with or without students; some positions may require a current California drivers license, proof of insurance, and possible participation in the DMV Pull Notice Program once employed.