

DELANO UNION SCHOOL DISTRICT

ACADEMIC & BEHAVIOR INTERVENTION ACADEMY TEACHER

JOB SUMMARY:

Under the supervision of the site principal or designee, the Academy Teacher works with staff and administration to address student conduct issues and provide intervention strategies and alternatives to suspension. The Academy Teacher provides instructional support for the remediation of academics and behavior for all students assigned to the Academy on an hourly/daily/weekly/ongoing basis due to at-risk behavior; provides character/citizenship development and instruction while addressing the social-emotional needs of the student with the aid of school site resources and district resources (i.e., school social workers, psychologist, etc.); uses restorative circles to shape classroom culture, strengthen relationships, and develop problem-solving skills; supervises students who are waiting for the administration to process any type of disciplinary action; and collaborates with instructional staff and the administrative team to develop, manage, implement district approved social-emotional curriculum and Restorative Practices.

REQUIRED QUALIFICATIONS:

1. Education: Bachelor's Degree (Master's Degree preferred), including all courses needed to meet credentialing requirement.
2. Credential: Current California Multiple Subject Teacher's credential that authorizes secondary instruction.
3. Experience: Three (3) years of successful teaching experience, social work/or counseling.
4. Additional Requirements: Successful experience coaching and/or providing professional development to adults; successful experience implementing restorative practices; ability to work scheduled hours on a consistent basis.

KNOWLEDGE, SKILLS, AND ABILITIES

- A. Knowledge of Restorative Practices.

- B. District conduct guidelines with specific knowledge of special education and districts right and responsibilities resource.
- C. Adult learning methodology.
- D. Current trends and practices in education.
- E. Instructional theory and application.
- F. Techniques to motivate student learning via inquiry, discussion, and application of knowledge.
- G. Organizing the physical and human elements in the educational setting.
- H. Standards-based instruction and familiarity with California ELD strategies.
- I. Demonstrate critical thinking and problem solving skills.
- J. Demonstrate highly effective classroom management skills.
- K. Demonstrate cultural competency and commitment to equity and closing opportunity gaps.
- L. Demonstrate adaptability to the communication and work styles of others.
- M. Communicate effectively verbally and in writing.
- N. Maintain effective working relationships with other people.
- O. Organize and set priorities.
- P. Work independently with minimal supervision.
- Q. Exercise good judgment and maintain confidentiality.
- R. Adapt instructional materials and strategies to accommodate the wide range of skills which exist in a classroom.
- S. Use technology to enhance instruction.

- T. Be fair and consistent with all students.
- U. Meet responsibilities in a punctual and reliable manner.
- V. Comply with school board policies and follow administrative procedures.
- W. Organize and perform job responsibilities efficiently and independently without close supervision and able to pay strict attention to detail.
- X. Practice effective safety and security within individual work routines.
- Y. Work collaboratively with District staff and promote teamwork with co-workers.
- Z. Practice ethical and professional standards of conduct including the requirements of confidentiality.
- AA. Relate effectively with parents, staff, students and the public in a multicultural and multiracial community.

ESSENTIAL FUNCTIONS OF THIS POSITION:

- A. Build a strong school culture of achievement and respect based on principles of Restorative Practices by collaborating with instructional staff and facilitating circles and mediations.
- B. Develop, manage and run an in-school restoration room used for a variety of purposes; de-escalate students; conduct restorative circles; and support and tutor in-school suspended students.
- C. Collaborate with the administrative team to assess and further develop implementation of Restorative Practices by monitoring needs, tracking relevant data, observing Restorative Practices implementation in the classroom and provide coaching feedback to teachers.
- D. Understand the importance of school and classroom culture in the development of positive school climate.
- E. Understand and have knowledge of Restorative Practices that support social emotional learning.

- F. Seek continued professional development starting with Restorative Practices and RRR Training (Right Response).
- G. Tutor students assigned to ABI Academy from a wide range of content areas and insure academic needs are met.
- H. Organize the ABI Academy classroom setting to contribute to the learning process.
- I. Perform classroom teaching by demonstrating the ability to integrate a variety of instructional strategies within varied curriculum content.
- J. Demonstrate techniques to motivate student learning via inquiry, discussion, and application of knowledge.
- K. Establish clear parameters for student behavior in the ABI Academy classroom.
- L. Encourage students to develop courtesy, self-control, respect, and responsibility.
- M. Develop rapport with students and individuals in a professional manner.
- N. Employ successful de-escalation techniques.
- O. Demonstrate the ability to conduct/manage restorative circles with students and staff.
- P. Build trust and credibility with staff and parents.
- Q. Collaborate and work cooperatively with building classroom teachers on issues supporting classroom restorative practices responses.
- R. Discern when to enlist the assistance of counselors, administration, and other support personnel for academic, emotional, and behavioral assistance.
- S. Relate effectively, respectfully and proactively with students and parents in a highly diverse community.
- T. Collect and analyze relevant data.
- U. Provide campus supervision support as needed.

V. Perform other duties as assigned.

ESSENTIAL PHYSICAL FUNCTIONS OF THE POSITION

Incorporated within one or more of the previously mentioned essential functions of this job description are the following essential physical requirements. Place the applicable number from the chart below that best indicates what percentage of time is spent on each of the following essential physical requirements. The categories refer to the overall requirements on an annual basis:

- | | |
|-----------------------------------|--------------------------|
| 1. Seldom = Less than 25% | 3. Often = 51.75 |
| 2. Occasional = 25 – 50%
above | 4. Very Frequent = 76% & |

- 3 a. Ability to work at a desk, conference table or in meetings of various configurations.
- 3 b. Ability to stand and circulate for extended periods of time.
- 3 c. Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- 3 d. Ability to hear and understand speech at normal levels.
- 3 e. Ability to communicate so others will be able to clearly understand a normal conversation.
- 2 f. Ability to bend and twist, stoop and kneel, crawl, push, pull.
- 2 g. Ability to lift 10 lbs.
- 2 h. Ability to carry 15 lbs.
- 2 i. Ability to reach in all directions.

OTHER RELATED FUNCTIONS OF THIS POSITION:

1. Gives, understands, and carries out oral and written directions; works effectively in challenging situations and in changing conditions.

3. Effectively operates the student information computer software.
4. Prioritizes and schedules work.
5. Maintains and establishes appropriate confidentiality of materials.
6. Meets timelines and schedules.

Employee: _____

Date:

Authorized Representative: _____

Date:

The above statements are intended to describe the general nature and level of work being performed. They are not intended to be construed as an exhaustive list of their responsibilities, duties and skills required of personnel so classified.

Board Approved: 6/25/18