

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

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| <b>TITLE:</b>          | Moderate-Severe Special Day Class Teacher | <b>CLASSIFICATION:</b> | Certificated Non-Management (SCTA)           |
| <b>SERIES:</b>         | Teacher, Special Education                | <b>FLSA:</b>           | Exempt                                       |
| <b>JOB CLASS CODE:</b> | 0342                                      | <b>WORK YEAR:</b>      | 184 Days                                     |
| <b>DEPARTMENT:</b>     | Special Education                         | <b>SALARY:</b>         | K-12 and Preschool Teacher Salary Schedule T |
| <b>REPORTS TO:</b>     | Assigned Supervisor                       | <b>BOARD APPROVAL:</b> | 03-15-73                                     |
|                        |   | <b>BOARD REVISION:</b> | 05-12-76<br>08-07-08                         |

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**BASIC FUNCTION:**

Under direction, plan, implement, and evaluate instructional activities and behavior management for individual and groups of Severely Disabled (SD), Developmentally Disabled (DD), or Emotionally Disabled (ED) students.

**DISTINGUISHING CHARACTERISTICS:**

The Moderate-Severe Special Day Class Teacher shall provide instruction and related services to students with moderate to severe disabilities who require support to address their unique learning needs.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

1. Engage and support all students in learning by using a variety of instructional strategies to respond to students' diverse needs. **E**
2. Maintain appropriate standards of student behavior, using behavioral management strategies and techniques, including positive reinforcement and behavior shaping procedures. **E**
3. Understand and organize subject matter by using district-provided curriculum/materials and/or standards aligned resources to make subject matter accessible to all students. **E**
4. Plan instruction and design learning experiences for all students by sequencing instructional activities and materials for student learning. **E**
5. Assess and evaluate student learning to guide instruction, and communicate progress with students, families, and appropriate staff. **E**
6. Contribute to the teaching and learning environment by fulfilling extra duties as assigned, attending required meetings, maintaining resources and equipment, and assisting in maintaining acceptable student behavior outside of classroom. **E**
7. Serve as a member of the Individualized Education Plan (IEP) team, and develop and implement appropriate standards-based IEP goals and objectives. **E**
8. Appropriately utilize the services of the classroom instructional assistant/paraprofessional staff to support students' learning (if applicable). **E**

- 9. Instruct, per the Collective Bargaining Agreement (CBA), a caseload of students in need of intensive services or supervision. Provide instruction, assessment, and program planning which focus on functional academics, language development, gross and fine motor development, social/recreational skills, and self-help and independent living skills. **E**

**TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor’s degree, including all courses to meet credential requirements. Additionally, demonstrated success, either in prior teaching, student teaching, and/or related experiences, in meeting the intellectual, emotional, and physical needs of students, is required.

**LICENSES AND OTHER REQUIREMENTS:**

Valid Special Education Moderate-Severe or Severely Handicapped Credential issued by the California Commission on Teacher Credentialing, English Language Authorization, and No Child Left Behind (NCLB) compliant, if applicable.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Diversified special education classroom and other learning environments; constant interruptions.

**SAMPLE PHYSICAL ABILITIES:**

Walk, stand, or sit for extended periods of time; bend at the waist, kneel, or crouch to assist students; reach overhead, above the shoulders, and horizontally; hear and speak to exchange information; see to read a variety of materials and monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities, prepare materials, operate specialized equipment or office equipment; stand and restrain students who become physically aggressive; push wheelchairs; moderate to heavy lifting of students.

**SAMPLE HAZARDS:**

Occasional contact with dissatisfied individuals; may experience exposure to anti-social behavior and verbally and physically abusive students; exposure to lice, bodily fluids, and communicable diseases.

*(Former Classifications: Teacher, Trainable Mentally Retarded Minors [Severely Handicapped])*

**APPROVALS:**

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Carol Mignone Stephen, Associate Superintendent, Human Resource Services

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Date

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Susan E. Miller, Interim Superintendent

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Date