

**CLASS SPECIFICATIONS FOR THE
SPECIAL CLASS TEACHER, SOL/APHASIC**

DEFINITION

Under direction, the special class teacher of severe oral language/aphasic teaches pupils whose language impairment interferes with their ability to communicate and who can benefit from specialized instruction.

QUALIFICATIONS

Credential: Possession of a valid California teaching credential authorizing service as a teacher of the communicatively handicapped or a clinical Rehabilitation Services credential with special class authorization or as authorized by the California State Teacher Preparation and Licensing Commission.

and

Experience: Prior teaching, student teaching and/or related experiences in meeting the academic, linguistic and emotional needs of the pupil with a severe oral language/aphasic disability is required. Preference will be given to teachers with experience as a language, speech and hearing specialist with competency in curricular teaching and behavioral management.

TYPICAL DUTIES AND RESPONSIBILITIES

- ___ 1. Develops program plans and teaches in terms of the child's ability and handicap in relation to the curriculum.
- ___ 2. Maintains behavioral climate in his/her classroom conducive to learning, and works cooperatively with administrators to solve problems.
- ___ 3. Reevaluates severity of language dysfunction on a timely basis and adjusts program plans appropriately.
- ___ 4. Maintains the Individualized Education Program long- and short-term goals for all pupils placed in his/her class.
- ___ 5. Aids in development of the curriculum by attending in-service meetings and serving on curriculum committees as necessary and assigned.
- ___ 6. Confers with students and parents regarding the educational and social progress of pupils and makes home visitations as necessary and feasible.
- ___ 7. Attends those meetings of the Educational Assessment Service concerning his/her pupils.
- ___ 8. Assumes role of a special education teacher at the Educational Assessment Services Meetings.
- ___ 9. Works cooperatively with principals and other district administrators and supervisors in planning and implementing the educational programs of the schools.
- ___ 10. Plans and coordinates the work of paraprofessionals, parents, and volunteers as assigned.
- ___ 11. Assists in interpreting the programs and goals of the school district to the community.
- ___ 12. Maintains plans, seating charts, and instructional materials in such a way that they can be utilized by substitute teaching personnel when the need arises.

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TYPICAL DUTIES AND RESPONSIBILITIES (Continued)

- _____ 13. Assists in maintaining acceptable pupil behavior in school areas outside his or her classroom, such as the halls, grounds, auditorium, cafeteria, etc.
- _____ 14. Exercises supervision and care over all furniture, books, supplies, and equipment entrusted to his/her care and instructs pupils in the proper use and preservation of school properties.
- _____ 15. Attends meetings called by order of the principal, superintendent, department chairman, or other administrator authorized to call meetings.
- _____ 16. Supervises extracurricular activities as directed.
- _____ 17. Serves, as requested, on school and district-wide committees and project teams.
- _____ 18. Attends and participates in required in-service training activities and works with his principal in planning his/her own inservice program.

WORK SCHEDULE AND SALARY

A Special Class Teacher, Severe Oral Language/Aphasic, serves on the days school is in session plus required non-teaching service days, and is placed on the teachers' salary schedule in accordance with his/her training and experience.