Position Title: Teacher, Therapeutic Learning Program/ TLP

Assignment Level: Certified Professional

Direct Supervisor: Regional Administrator

Qualifications: Iowa teaching license with a special education endorsement required. K-12 Instructional Strategist II: ID endorsement and classroom experience is preferred.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

General Responsibilities:

Essential Functions:

1. The Therapeutic Learning Program (TLP) is designed for students with significantly challenging behaviors and significant deficits in emotional regulation. The teacher will be responsible for guiding each student to utilize coping strategies in order to transition to a less restrictive placement that is achieved through an integration of behavioral, emotional, and instructional interventions.

2. Promote a positive learning climate for students of all ages in the TLP.

3. Establish and maintain community-school relationships to achieve and maintain continuity of the TLP for students being served.

4. Facilitate development and monitor measurable objectives for individual education plans (IEP) as needed.

5. Communicate regularly with parents, staff and students about progress when appropriate.

6. Follow and use Individualized reinforcement techniques.

7. Meet core expectations for all certified staff as detailed in Green Hills AEA handbooks, policies and procedures.

8. Regular and timely attendance as scheduled is required.

Specific Responsibilities:

Essential Functions:

1. Develop and distribute progress reports as required, recording progress in the student’s IEP when appropriate.

2. Complete training and use, when necessary, Crisis Prevention Techniques (CPI).

3. Develop lesson plans appropriate for each individual student.

4. Assist in the development of strategies that compliment the efforts of general education teachers for inclusive classrooms/settings.
5. Collaborate with district and agency staff and other TLP staff members on the status of individualized instruction for students in the program.
6. Collaborate with student’s resident district to understand individual student needs and transition expectations.
7. Assign and schedule daily duties of paraprofessionals in the classroom.

**LANGUAGE SKILLS:**
Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to staff, parents, students and administrators.

**REASONING ABILITY:**
Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

**OTHER SKILLS and ABILITIES:**
Ability to work independently with minimal supervision. Ability to work with students with special needs and to maintain composure under stressful conditions. Respect for the dignity of and sensitivity to special needs students. Ability to develop effective working relationships with students, staff, parents and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all agency requirements and Board policies. Demonstrates initiative and creativity with students and their programs. Knowledge and experience with computer programs and software preferred.

**PHYSICAL DEMANDS:** 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to reach with hands and arms 0 - 24 inches and on occasion up to 36 inches. The employee frequently is required to stand, walk, sit, talk and hear. The employee is occasionally required to use hands and fingers, handle, or feel objects, tools, or controls; climb or balance; and stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include close vision, distance vision and peripheral vision.

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee will typically work indoors but may be required to attend to students needs outdoors. in moderate to cold temperatures or moderate to hot temperatures. The noise level in the work environment is usually moderate to loud. The employee must work with other staff, continuously meeting multiple demands from several people. The employee may be involved in situations where students are physically aggressive. The employee is continuously responsible for the safety and well-being of students.

*The information contained in this job description is in compliance with American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*