

The Howard County Public School System

Job Analysis

JOB TITLE: Academic Life Skills (ALS) Teacher, High School

DOT/O*NET Code: 094.224-014/094.227-022/25-2043.00

POSITION INFORMATION

Summary of Duties: The ALS Teacher at the high school level (9-12) is responsible for planning and implementing activities, managing the classroom, monitoring students, and evaluating student outcomes. The ALS Teacher is responsible for material in content areas, such as English/Reading, Math, or Science and Social Studies, and Community Access Training and Independent Living Skills. The ALS Teacher may also have homeroom responsibilities. Physical assistance is sometimes required by the students, and may consist of assistance with ambulation, transfers, personal care, and use of therapeutic equipment. The ALS Teacher is responsible for attending Individualized Education Program (I.E.P.) meetings, and coordinating I.E.P. related activities with other members of the student evaluation team. Transition is a major focus as the student nears the conclusion of his or her high school experience. The ALS Teacher is responsible for communicating with all parties involved in the education of the student. The ALS Teacher records and maintains student information. This is a 10-month position.

Essential Job Functions:

- Prepare/set-up classroom prior to the first day of school.
- Provide an atmosphere and environment conducive to the cognitive, physical, social, and emotional development of the students.
- Attend I.E.P. meetings for assigned students; participate in the development of I.E.P. and transition goals.
- Prepare and implement lessons plans based on the I.E.P's of the students in the classroom; provide for appropriate learning experiences for each student.
- Consult and coordinate with Behavior Specialist, Occupational Therapist, Occupational Therapist, Physical Therapist, and Speech Therapist and other members of the evaluation team as needed and implement behavior and/or therapy plan.
- Prepare instructional materials.
- Select and order appropriate materials.
- Develop and implement school-based work enclaves for students who are under 16 years of age. Activities may include washing cafeteria tables, preparing kits or packets for staff development, folding and placing inserts in brochures, preparing tickets for school activities, separating, counting, and rolling change.
- Accompany students over the age of 16 to work sites and supervise work activities approximately four times each week; serve as a model/job coach.
- May be asked to assist in the identification of work sites, such as retail establishments and greenhouse or garden centers; meet with managers of identified sites at the beginning of the school year or prior to first work visit.

- Plan and implement community based activities on a regular (generally weekly) basis. Independent living skills are frequently incorporated into community activities, such as transit training, interacting with others in the community, ordering and paying for food/items.
- Coordinate activity with adult service agencies; assist students in the development of those skills required by adult service agencies.
- Coordinate with Nursing Services.
- Provide direction to Special Education Para Educators and Student Assistants.
- Instruct and assess Student Peer Tutors.
- Modify students' classroom work, general education work and homework.
- Provide assistance to general education teachers.
- May meet new students at bus arrival, and may accompany all students to bus dismissal.
- May have to restrain or carry a student, assistance available.
- Monitor and evaluate student outcomes.
- Maintain student records following established procedures and practices.
- Prepare interim progress reports and quarterly report cards.
- Prepare information sheets for participation in parent-teacher conferences.
- Communicate and interact with students, parents, staff, and the community.
- Attend ALS planning meetings, team meetings, and staff meetings.
- Attend in-service trainings and county workshops.
- May be required to sponsor a club.
- Prepare lesson plans and materials for substitute teachers; include class lists, and any special instructions related to each student's special needs.
- Create emergency lesson plans as required.
- Maintain regular, on-time, attendance.
- Accommodate visitors to the classroom.
- Knowledge of emergency plans for the school, such as lockdown procedures.
- Participate in fire drills, as required.
- May participate in student teacher/intern program.

Machinery, Tools, Equipment, Work Aids Used:

- Mats
- Pillows
- Walkers, braces, splints, wheelchairs
- Stenders
- Sitting stools
- Communication aids
- Exercise balls
- Other therapeutic equipment or sensory aids
- Telephone/intercom
- Desktop and/or laptop computers
- Accommodation software (Dragon Naturally Speaking; Board Maker)
- Television; CD stereo/radio/cassette recorder, DVD
- LCD projectors
- Overhead projector
- Screen

- Headphones
- Carts
- Restroom; sink
- Refrigerator
- Laminator
- Poster Maker
- Die Cut Machine
- Easel
- Chalkboard; chalk
- Bulletin Board
- Pointer
- Photocopier
- Timer
- Ladder or Stepping Stool
- Books; puzzles; games
- Paper; Writing implements
- Tape, adhesive, thumb tacks
- Stapler
- Art supplies
- Magnets
- Storage containers, cabinets, file cabinets
- Walkie-talkies

Products/Materials Handled:

- Clothing, backpacks
- Towels, cloths, soap
- Personal care items
- Snacks, lunches, utensils
- Chairs or other classroom fixtures obstructing a student's path

EDUCATIONAL/VOCATIONAL PREPARATION

- Bachelor's Degree in a related field

REQUIRED CERTIFICATES/LICENSES

- Current Maryland Teaching Certification
- Fulfill requirements to maintain certification
- Crisis Prevention Intervention training is offered
- Blood Borne Pathogen training is offered

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of instructional methods and training techniques specific to special education, including curriculum design, learning theory, teaching techniques, and the development of I.E.P.'s and transition plans.
- Knowledge of techniques related to behavior modification and physical prompting.
- Understanding of differences in ability and differences in learning styles.
- Skill in conveying information effectively to different ability levels and learning styles.

- Skill in developing or selecting and using appropriate instructional methods and materials.
- Ability to remain calm while using appropriate response for student related behaviors.
- Ability to recognize when assistance in lifting or positioning of a student is required, and ability to request assistance from other staff members and provide assistance to other staff members.
- Ability to reinforce therapy and therapeutic positioning under the guidance of therapists.
- Ability to communicate effectively both orally and in writing, with students, parents, staff members, and the community.
- Ability to effectively manage the classroom.
- Ability to maintain a positive attitude and calm manner.
- Ability to remain flexible with changes in routine or plans.
- Knowledge of computers and software.

JOB SITE ENVIRONMENT

Work Site

- Inside: 85%
- Outside: 15%

Temperature Factors

- Exposed to weather conditions when outside of the school building.

Noise Factors

- Occasional noise from students, bells, or alarm systems.

Vibrations

- N/A

Air Quality Factors

- May be exposed to fumes from laminating machine.

Working Surface

- Flat, tile, or carpeted floors
- Mats
- Ground, cement and paved surfaces outside

PHYSICAL REQUIREMENTS – Academic Life Skills Teacher –High School

Non-Material Handling:

	Not Required						Rarely	Infrequently	Occasionally	Frequently	Constantly	<i>Description of Requirements at one time and throughout the shift</i>
	N	R	I	O	F	C	<1%	<8%	<33%	<66%	>67%	
Bend				X								Often needed to assist students working at desks, and other activities. Alternatives to bending may include sitting on a stool (with wheels), squatting, and kneeling.
Squat		X										May be used to assist students or reach lower shelves. Alternatives to squatting may include sitting on a stool, bending, and kneeling.
Kneel		X										May be used as an alternative to sitting on a stool, bending and squatting.
Crawl	X											Not usually needed.
Balance			X									May be needed to walk around objects at work-study job sites or on uneven surfaces during community outings.
Reach Above Shoulder			X									May be needed to retrieve supplies or equipment from shelves.
Sit			X									Needed for using a desk while planning and teaching students.
Stand						X						Usually combined with intermittent walking or position changes throughout the day. 80% of the usual workday is spent standing or walking.
Walk					X							Required intermittently, for brief and extended periods depending on program needs. 80% of the usual workday is spent standing or walking.
Running		X										Usually not required. On rare occasion may be needed for brief periods to supervise and retrieve some students.
Alternate Sit/Stand					X							Needed throughout the day alternating with a variety of position changes.
Hand Dexterity						X						Needed with use of: teaching materials (paper, books, writing and drawing instruments), adaptive equipment setup and operation, files, and keyboard; and for handling a variety of small, medium and large size objects; and student toileting and changing.
Hand Controls Arm and Body				X								Needed for hand-over-hand guidance during instruction. May be needed to operate wheelchair or adaptive equipment controls for some students.
Foot Controls		X										May be needed to operate equipment with a student.
Stair Climb		X										May be needed during outings.
Ladder Climb		X										May be needed to climb a step ladder to set up classroom
Driving		X										May be needed to visit job sites for work-study program and to attend meetings.

Material Handling:

	Not Required						Rarely	Infrequently	Occasionally	Frequently	Constantly	
	N	R	I	O	F	C	<1%	<8%	<33%	<66%	>67%	
Repetitions per day												
	N	R	I	O	F	C	1-10	<25	<100	100-500	500+ per day	
Lift Floor to Knuckle		*25+	20	--	--	--						Most Material Handling tasks are performed for the purpose of demonstration during the daily 75 minute Work-Study jobsite sessions (not all teachers visit community Work-Study sites). The requirements are variable depending on the worksite and specific jobs. Help is available from the physically capable students. May be needed to assist or support students for transfers or toileting, May be needed to retrieve and store equipment or supplies. *There may be the need to restrain an out of control student (when lifting, pushing and pulling can exceed 50 lbs) but the likelihood is rare compared to younger level students. Help is usually available.
10 in. to Knuckle		*25+	25	--	--	--						
Knuckle to Shoulder		*20+	15	7	--	--						
Shoulder to Overhead		15+	10	--	--	--						
Push		*20+	10	5	--	--						
Pull		*20+	10	5	--	--						
Carry		*20+	10	5	--	--						

JOB ANALYSIS REVIEW

Printed Name

Signature

Title

Howard County Public School System

Date

JOB ANALYSIS PREPARATION

Nancy Forest, M.A. CRC, CCM, CDMS, CLCP
Printed Name

Signature

Senior Rehabilitation Case Manager
Title

First Rehabilitation Resources, Inc.
Company

Date

Michael Caruso, PT, OCS, FAAOMPT
Printed Name

Signature

Industrial Physical Therapist
Title

Occupational Rehabilitation Associates
Company

Date