

**CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION**

POSITION DUTY STATEMENT

PROPOSED

CURRENT

CDCR INSTITUTION OR HEADQUARTERS PROGRAM California Health Care Facility (CHCF)		POSITION NUMBER (Agency-Unit-Class-Serial) 190-231-2280-XXX		MCR / HCR
DIVISION / UNIT  EDUCATION STOCKTON		CLASSIFICATION TITLE Teacher, Emotionally/Learning Handicapped, Correctional Facility (CF) Resource Specialist Program Teacher STUDENT SUPPORT SERVICES		
		WORKING TITLE Teacher RSP CF		
		TIME BASE / TENURE	CBID R03	WWG SE
LOCATION		INCUMBENT		EFFECTIVE DATE

**CDCR'S MISSION**

We enhance public safety through safe and secure incarceration of offenders, effective parole supervision, and rehabilitative strategies to successfully reintegrate offenders into our communities.

**COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION**

The California Department of Corrections and Rehabilitation (CDCR) and California Correctional Health Care Services (CCHCS) are committed to building and fostering a diverse workplace. We believe cultural diversity, backgrounds, experiences, perspectives, and unique identities should be honored, valued, and supported. We believe all staff should be empowered. CDCR/CCHCS are proud to foster inclusion and representation at all levels of both Departments.

**DIVISION OVERVIEW**

**BRIEFLY DESCRIBE THE DIVISION/UNIT FUNCTIONS**

The purpose of Student Support Services (SSS) is to offer students with disabilities equal access to education programs and curriculum. These programs include Adult Basic Education (ABE), Adult Secondary Education (ASE), Career Technical Education (CTE), Physical Education, Transitions and Library

**GENERAL STATEMENT**

**BRIEFLY (1 OR 2 sentences) DESCRIBE THE POSITION'S ORGANIZATIONAL SETTING AND MAJOR FUNCTIONS**

Under the general supervision of the Supervisor of Correctional Education Programs (SCEP) and the direct supervision of the Supervisor of Academic Instruction (SAI), the Resource Specialist Program (RSP) Teacher supports Developmental Disability Program (DDP), Disability Placement Program (DPP), and Enhanced Outpatient Program (EOP) students assigned to the Office of Correctional Education (OCE) Academic and Career Technical Education programs.

**% of time performing duties**      **Indicate the duties and responsibilities assigned to the position and the percentage of time spent on each. Group related tasks under the same percentage with the highest percentage first.**

<b>ESSENTIAL FUNCTIONS</b>	
30%	<p>The RSP Teacher provides instruction using a variety of delivery methods such as one-on-one, and/or small group instruction, and on a pull-out or push-in basis. The RSP Teacher provides guidance to paraprofessional Teaching Assistants; completes quarterly Education Progress Reports (EPR) ; completes and generates necessary DDP reports; provides resources, materials, equipment and supplies to ensure student success and progress. The RSP Teacher coordinates with the education supervisor to determine most effective RSP design and method to provide services; maintains direct student contact related to the necessary amount of time based on an Individually Tailored Education Plan (ITEP); collects, maintains and provides necessary DDP student data and reports as required. The RSP teacher may provide education push-in and/or pull-out services to DPP students with permanent hearing, vision, and speech impairment and those with verified Learning Disabilities (LD). The RSP teacher may provide education support services to EOP students. However, DDP students shall have priority. The RSP teacher shall provide support services up to a maximum of 27 students. Assists in implementing and monitoring progress as outlined in an Individually Tailored Education Plan (ITEP). Assists in recording student progress and establishing and maintaining student files help identify and meet student educational needs and goals.</p>
25%	<p>In collaboration with general education teacher(s), the RSP Teacher assists DDP students in identifying and meeting individualized student learning needs, goals and objectives relative to the College and Career Readiness</p>

20%	<p>Standards (CCRS). The RSP teacher interviews students to identify Academic and Career Technical Education (CTE) interests; develops, plans, assigns, and provides high-quality, high-interest, engaging and interactive lessons; utilizes assessment results from reading level assessments, Woodcock-Johnson, and other educational curriculum-based testing (i.e. formative and summative assessments) to drive instruction.</p> <p>Provides support in the rehabilitation process for identified students by assisting the RSP teacher in the instruction and management of student intera assistingthStudent Study Teams (SST) by providing information to enable the SST to make informed decisions relating to the educational needs of the students.</p>
15%	<p>As a part of the Interdisciplinary Support Team (IDST), the RSP Teacher participates in IDST meetings; provides information and communicates with DDP Correctional Counselor and other staff regarding program issues and DDP student matters; ensures current reading scores are available; completes and provides education forms and documents during classification of DDP students that are assigned to education programs. The RSP Teacher may also serve as the education representative for the Interdisciplinary Treatment Team (IDTT) and Requests for Accommodations Panel (RAP) meetings.</p>
15%	<p>The RSP Teacher schedules Student Study Team (SST) meetings with all necessary members; interviews students and identifies student learning needs, in conjunction with the SST; implements the learning goals and objectives as identified by the SST; collaborates with teachers, staff and administrators regarding DDP student program needs. The RSP Teacher provides support services, schedules ITEP periodic reviews (every six months) to discuss DDP student learning progress and addresses the needs of the ITEP. The SST develops an action plan at the end of each meeting to ensure implementation of recommendations to include additional instructional strategies, student suggestions, school and internal resources, and other interventions. The RSP Teacher documents progress and performance on the CDC 128-B (Informational/General Chrono) and scans it into the inmate educational file in SOMS.</p>
5%	<p>The RSP teacher prepares and participates in compliance reviews, audits, and accreditation; attends training, workshops, seminars, conferences, staff meetings and professional learning community meetings; evaluates and orders adopted curriculum resources, materials and equipment; assists in coordinating RSP training for education staff; and maintains knowledge of current instructional and assessment strategies, technology, and evidence-based best practices.</p>
5%	<p>The RSP Teacher maintains classroom management, provides a safe learning environment, follows disciplinary procedures in accordance with institution and department policy and procedures. The RSP Teacher prevents escape and injury and performs other duties as required.</p>

**SPECIAL REQUIREMENTS**

- CDCR does not recognize hostages for bargaining purposes. CDCR has a "NO HOSTAGE" policy and all prison inmates, visitors, nonemployees and employees shall be made aware of this.

**To be reviewed and signed by the supervisor and employee:**

**EMPLOYEE'S STATEMENT:**

- *I HAVE DISCUSSED THE DUTIES AND RESPONSIBILITIES OF THE POSITION WITH MY SUPERVISOR AND RECEIVED A COPY OF THIS DUTY STATEMENT.*

EMPLOYEE'S NAME (Print)	EMPLOYEE'S SIGNATURE	DATE
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**SUPERVISOR'S STATEMENT:**

- *I CERTIFY THIS DUTY STATEMENT REFLECTS CURRENT AND AN ACCURATE DESCRIPTION OF THE ESSENTIAL FUNCTIONS OF THIS POSITION*
- *I HAVE DISCUSSED THE DUTIES AND RESPONSIBILITIES OF THE POSITION WITH THE EMPLOYEE AND PROVIDED THE EMPLOYEE A COPY OF THIS DUTY STATEMENT.*

SUPERVISOR'S NAME (Print)	SUPERVISOR'S SIGNATURE	DATE
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