

CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION

POSITION DUTY STATEMENT

☐ PROPOSED

☒ CURRENT

CDCR INSTITUTION OR HEADQUARTERS PROGRAM California Medical Facility (CMF)		POSITION NUMBER (Agency-Unit-Class-Serial) 076-231-2288-XXX		MCR / HCR	
DIVISION / UNIT CMF/ Supervisor of Education Programs/ Education		CLASSIFICATION TITLE Teacher, Emotionally/Learning Handicapped (CF)			
		WORKING TITLE Teacher, Emotionally/Learning Handicapped (CF)			
		TIME BASE / TENURE FT/P	CBID R03	WWG SE	COI Yes ☐ No ☒
LOCATION Solano County		INCUMBENT		EFFECTIVE DATE	
CDCR'S MISSION, VISION and COMMITMENT					
Mission To facilitate the successful reintegration of the individuals in our care back to their communities equipped with the tools to be drug-free, healthy, and employable members of society by providing education, treatment, rehabilitative, and restorative justice programs, all in a safe and humane environment. Vision We enhance public safety and promote successful community reintegration through education, treatment, and active participation in rehabilitative and restorative justice programs. Commitment CDCR and CCHCS are committed to transforming the correctional landscape to create safer, more professional, and more fulfilling environments for our employees, the incarcerated population, and those supervised in our communities. Through systemwide improvements grounded in proven and emerging practices, we aim to strengthen rehabilitation, enhance workplace satisfaction, and support successful reentry into the community through our institutions, parole, and community partnerships. Our shared mission is to promote safety, wellness, and human dignity while fostering positive change for all those who live and work within our institutions and communities. CDCR and CCHCS are committed to building an inclusive respectful workplace. We are determined to attract and hire candidates from all communities and empower employees from a variety of backgrounds, perspectives, and personal experiences. We are proud to foster inclusion and drive collaborative efforts at all levels of the Department.					
DIVISION OVERVIEW					
BRIEFLY DESCRIBE THE DIVISION/UNIT FUNCTIONS The Teacher (Elementary - Multiple Subjects), CF is responsible for the general operation of the Education programs under policy established by the Department.					
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 Developmental Disability Program (DDP) Teacher helps DDP Students committed to state correctional facilities in the Department of Corrections and Rehabilitation prepare to become productive and contributing members of society by supporting them in their academic and career and technical education classes and by helping them develop socially acceptable attitudes and interests. DDP Teachers give individual and group instruction, conducts assessment and testing, and participates as a member of an interdisciplinary treatment team.					
% of time performing duties 40%	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. In collaboration with general education teacher(s), the DDP teacher assists DDP students in identifying and meeting individualized student learning needs, goals and objectives relative to the College and Career Readiness Standards (CCRS) aligned to the academic course curriculum progress record (CPR). The DDP teacher interviews students to identify Academic and Career Technical Education (CTE) interests and potential caseload candidates; provides high-quality instructional support; utilizes assessment results from TABE, CASAS, Woodcock-Johnson, Test of Achievement or the Brigance Comprehensive Inventory of Basic Skills, and other educational curriculum-based testing (i.e. formative and summative assessments) to identify learning gaps and develop learning goals. To				

	the extent possible, DDP students will be mainstreamed, in accordance with the Americans with Disabilities Act and Clark Remedial Plan Sections VII, D. The DDP Teacher provides instructional support using several delivery methods such as one-on-one, and/or small group instruction, and on a pull-out or push-in basis. The DDP teacher provides guidance to paraprofessional Teaching Assistants; completes Education Progress Reports quarterly; completes and generates necessary DDP reports; and provides resources, materials, equipment and supplies to ensure student success and progress. The DDP Teacher coordinates with the education supervisor to determine the most effective DDP design and method to provide services; maintains direct student contact related to the necessary amount of time based on an Individually Tailored Education Plan; and collects, maintains and provides necessary DDP student data and reports as required. The DDP teacher will oversee the Adaptive Support Log completion from academic and career technical education instructors and provide a DDP binder for each classroom including relevant DDP information regarding students learning goals for each teacher.
20%	As a part of the Interdisciplinary Support Team (IDST), the DDP 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 TABE Reading scores are available; completes and provides education forms and documents during classification of DDP students that are assigned/enrolled in education programs. Reports to and communicates with the SAI to provide Education Month Report data, Monthly Accomplishment Report data, the status of classroom activities and whenever program support is required. Attends required educational faculty meetings. Communicates with educational and custody staff regarding program issues.
15%	The DDP teacher schedules ITEP meetings with all necessary Student Study Team (SST) 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.
10%	The DDP 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 the ITEP based on recommendations to include additional strategies, student suggestions, school and internal resources, and other interventions. The DDP Teacher documents progress and performance on the CDC 128-B (Informational/General Chrono) and inputs it into the incarcerated persons educational file in SOMS incarcerated persons case notes.
5%	Maintains classroom discipline, provides a safe learning environment, prevents escape and injury, and other job-related duties as required.

SPECIAL PERSONAL CHARACTERISTICS

- Influence, change, and strengthen the community. Set an example each day through positive and pro-social role modeling, utilizing dynamic security concepts through observation and building rapport.
- Willingness to play a significant role in the collaborative efforts toward rehabilitation and public safety enhancement.
- Ability to facilitate conversations as a coach and mentor, engaging in a respectful and understanding manner.
- Ability to build trust, improve communication, and assist with the transformation of correctional culture.

SPECIAL REQUIREMENTS

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

CONSEQUENCE OF ERROR

- Example: Consequences of error may result in loss of time and could cause significant delays in program production. Such delays can result in inefficient use or misdirection of department resources resulting in the inability to meet efficiency and timeline goals, and varying degrees of negative financial impacts to the department.

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

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