

CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION

POSITION DUTY STATEMENT - General

☐ PROPOSED☐ CURRENT

CDCR INSTITUTION OR HEADQUARTERS PROGRAM Division of Rehabilitative Programs	POSITION NUMBER (Agency-Unit-Class-Serial) 025-231-2288-002	MCR / HCR 1	
DIVISION / UNIT Office of Correctional Education	CLASSIFICATION TITLE Teacher, Emotionally/Learning Handicapped, Correctional Facility (CF) Resource Specialist Program Teacher STUDENT SUPPORT SERVICES		
	WORKING TITLE Teacher RSP, CF		
	TIME BASE / TENURE P/FT	CBID R03	WWG SE
LOCATION Mule Creek State Prison, Lone, Ca	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			
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	
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) students assigned to the Office of Academic and Career Development (OACD) academic and CTE programs. When there are no DDP students needing assistance, the RSP teacher may assist Disability Placement Program (DPP) and Enhanced Outpatient Program (EOP) students assigned to 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.
35%	In collaboration with general education teacher(s), the RSP teacher assists DDP students in identifying and meeting individualized student learning needs, goals and objectives based on the College and Career Readiness Standards (CCRS). The RSP teacher interviews students to identify academic and CTE interests; develops, plans, assigns, and provides high-quality, high-interest, engaging and interactive lessons; tests and utilizes assessment results from CASAS, and the 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 drive instruction. To the extent possible, DDP students will be mainstreamed in accordance with the Americans with Disabilities Act (ADA) and Clark Remedial Plan (CRP) Sections VII, D. The RSP teacher provides instruction using several 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 Education Progress Reports (EPR) quarterly; 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 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 (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 that require accommodations. However, DDP students shall have priority. The RSP teacher shall provide support services up to a maximum of 27 students.
25%	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.
15%	The RSP teacher schedules and participates in 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 strategies, student suggestions, school and internal resources, and other interventions. The RSP teacher ¹⁶ documents progress and performance on the CDC 128-B (Informational/General Chrono) and inputs it into the student educational file in SOMS.
15%	In accordance with the CDC 128 C-2 (Adaptive Support), the RSP teacher develops an ITEP that identifies necessary accommodations and addresses specific student learning objectives and goals attainable, while in the DDP. The RSP teacher develops lesson plans, assigns coursework and provides a course of study based on the completed ITEP; assists students in developing and meeting behavioral goals and objectives as identified in the ITEP; develops program evaluation criteria and student goals.

5%	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 DDP training for education staff; and maintains knowledge of current instructional and assessment strategies, technology, and evidence-based best practices.
5%	The RSP teacher maintains classroom management, provides a safe learning environment, and 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. Excerpt from the Clark Remedial Plan – Teach 1. Participates in Interdisciplinary Support Team (IDST) 2. Communicates with and assist the DDP, Correctional Counselor I 3. Provides and completes Education Forms during classification 4. Ensures current reading score is available – formerly TABE 5. Ducats IP for testing 6. Interviews and tests IP with curriculum-based testing (formative and summative assessments) 7. Identifies education needs of IP 8. With education approval, determines program design/method to provide services 9. Collaborates with classroom teachers and other education staff 10. Provides support services as required 11. Provides resources, materials, equipment and supplies 12. Schedules Student Study Team (SST) meetings and notifies all necessary members 13. Completes a quarterly review (Education Progress Report) to determine short term goals 14. Schedules Individually Tailored Education Plan (ITEP) periodic reviews and evaluations 15. Addresses DDP student needs of ITEP 16. Documents progress/performance on Education Progress Report (EPR) – formerly 128B 17. Completes and generates necessary DDP reports 18. Provides educational services as described in CRP sections VII, D 19. Assists in coordinating DDP training for education staff 20. Develops program evaluation criteria 21. Maintains necessary ITEP data for DDP IPs Perform administrative duties including, but not limited to: adhere to Department policies, rules and procedures; submit administrative requests including leave, travel, and training in a timely and appropriate manner; accurately report time and submit timesheets by the due date.
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	

- 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