



Oroville School District #410

816 Juniper Street Oroville, WA 98844
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EARLY CHILDHOOD/SPECIAL EDUCATION TEACHER

Reports To: Elementary Principal – Sped. Director
Salary Schedule: Certificated Salary Schedule
Hours/Days: 7.25/180+

Union Position: Yes
Building: Elementary School
Certification: WA Teaching Certificate;
Special Ed. Endorsements (K-8 or K-12)

JOB SUMMARY

This teaching position is in the Special Education program in the Oroville School District and performs under the general direction of the building principal and/or program director and with assistance from appropriate staff personnel. A classroom teacher fosters and enhances an effective learning environment; establishes and adapts learning objectives and standards for special education students based upon general District guidelines and the rules and regulations governing special education; provides instruction, counsels, disciplines, and supervises to meet the individual needs of assigned students; and, to evaluate student performance and progress. The classroom will focus on students with an IEP combined with same aged peers to help support academic and behavior peer modeling. The preschool program will operate 4 days a week, Tuesday through Thursday 8:30 AM - 11:30 AM..

RESPONSIBILITIES/DUTIES

Planning and Preparation

1. Develop careful and creative programs suited for a preschool learning environment.
2. Skill in using a variety of instructional strategies to engage student learning through innovative learning experiences.
3. Observing and assessing preschool age children to develop social competencies and build self awareness to promote learning success.
4. Demonstrate knowledge of Special Education Laws related to the provision of educational services, including Least Restrictive Environment, assessment, progress monitoring, supplemental services and supports, specialized care and assistive technology to **all** types of disabilities across the age range.
5. Develop and design instruction to work with individual children or small groups to reinforce new skills.
6. Use data to set student growth goals, develop IEP's, and monitor student progress toward annual goals.
7. Utilize Common Core Essential Elements to prepare effective instruction and resources for teaching students with developmental disabilities or cognitive impairment.
8. Plan effective instructional strategies for adapting or modifying the general curriculum to meet the needs of students being served in the general education setting, utilizing High Leverage Practices in Special Education.
9. Prepare and utilize assessment methodologies to adapt for individual students based on student need.
10. Develop, implement, monitor Individual Education Plans (IEP's) for assigned students, and adapt lesson(s) for the purpose of attaining the IEP goals and meeting the individual needs of students.

Classroom Environment

1. Fosters an educational environment that encourages positive social interaction, respect and rapport, conducive to the learning and maturation process of assigned special education students.
2. Plans an instructional program designed to meet individual student needs; prepares individual student lesson plans; adapts and modifies programs and plans as necessary.
3. Creates a classroom culture which is cognitively busy, characterized by a belief in the importance of learning, establishing high expectations, and high achievement.
4. Works to create schedules, routines, and transitions that promote student development and learning.
5. Provides supervision of paraprofessionals working with students.
6. Consults and works with teachers and therapists to plan for student's needs and required adaptations, modifications and use of assistive technology.
7. Actively support school-wide PBIS initiative during instruction and daily interactions with students.
8. Support tiered model to support student learning.

Instruction

1. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
2. Implement an instructional, therapeutic or skill development program for assigned students and show written evidence of preparation as required. Uses instructional time effectively and efficiently, while facilitating the integrations of related services and supports needed for the learner.
3. Understands progress monitoring and assessment as an educational process and using that data to develop instructional goals for individual students.
4. Effectively uses assessments, data collection, Response to Intervention (RtI) and Multi-tiered System of Support (MTSS) to gauge individual student achievement to assist in and identify student need.
5. Understands and effectively utilizes computerized web-based systems for documentation, procedures/communications, goal development and modification, progress monitoring, performance assessment, accommodations/modifications, program supports and overall IEP information.
6. Possesses an in-depth understanding for how to scaffold standards to meet the needs of students through differentiation.

Professional Responsibilities

1. Possess a core belief that ALL students can learn.
2. Relates well with preschool-aged children, special needs students, staff, administration, parents, and the community.
3. Provides a nurturing, supportive and positive learning environment.
4. Maintains standards of professional conduct, is a reflective practitioner and seeks opportunities to grow professionally.
5. Provides frequent and appropriate information to families regarding student needs and/or student progress.
6. Understands the importance of serving as a role model and advocate for **all** students.
7. Participates in student, staff and professional meetings.
8. Understands rights to privacy and demonstrates confidentiality.
9. Observes and follows all Oroville School District policies and procedures, maintains high levels of professionalism and commitment through punctuality and daily attendance.
10. Schedule and facilitate yearly IEP meetings.
11. Performs all duties as assigned.

12. Ability to work collaboratively with colleagues in a Professional Learning Community (PLC) to create instructional plans for groups and individual students.
13. Assist in the instruction of career and college ready curriculum in content and advisory format.

OTHER IMPORTANT SKILLS AND ABILITIES

- Excellent communication skills with youth and adults
- Deep reservoir of patience
- Ability to remain calm and clear-headed under pressure
- Understands emotional needs and limits of self and at-risk youth
- Knows and practices stress and anger reduction techniques
- Knows and understands group and individual problem-solving techniques
- Understands elements of group dynamics
- Understands cultural and poverty issues with regards to individuals and families.
- True sense of caring for the success and needs of youth
- Sense of humor, reflective and positive
- Solution minded
- Commands a belief that all students can learn at high levels
- Complies with the notion that failure is not an option
- Can balance professional and personal demands and activities on time
- Deal with students in a positive and confident manner;
- Be fair and consistent when working with a culturally, racially and economically diverse student population;
- Adapt to change and remain flexible;
- Organize activities;
- Manage student behavior; use good judgment to maintain a safe learning environment;
- Provide instruction and demonstrate techniques;
- Use necessary equipment, computers, machinery, tools, or software;
- Direct assistants; use non-verbal means of communication
- Deal with specific physical or emotional disabilities and associated conditions, such as, severe behavior disorder;
- Attend to various physical and hygienic needs;
- Establish and maintain effective, positive working relationships with students, parents or guardians, specialists, staff and administrators.

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 speak, stand, talk, walk, see, hear, (corrected or uncorrected), and sometimes, to sit. The employee is occasionally required to climb, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, as well as forward, and use fine motor skills.

WORK ENVIRONMENT

Required to deal with a wide range of student achievement and behavior; required to deal with a range of student disabilities, the nature of which depend upon the program involved; required to handle multiple tasks simultaneously and prioritize; may experience frequent interruptions; may occasionally or regularly deal with distraught or difficult students; potentially exposed to ordinary infectious diseases carried by students; may be potentially exposed to student bodily fluids and serious

infectious diseases carried by students; in some positions the necessary and appropriate instructional methods may require specific positions and movements, and sufficient stamina and exertions, to demonstrate techniques properly for student safety, or to conduct or direct students; in some positions precautions may need to be taken to prevent or lessen exposure of self, and/or students to various materials, fumes, equipment, cutting edges or hot surfaces; may be required in some positions to move, position, or lift students or their special equipment, to restrain students, to attend to the personal hygiene of students, or to accompany students outdoors in inclement weather; may teach in a classroom without telephone communication.

EDUCATION AND/OR EXPERIENCE

Bachelor's degree; academic preparation for or experience in teaching a culturally, racially and economically diverse student population in a rural school system, and teaching reading and adapting instructional techniques and practices for special education students. Specific programs may require additional academic preparation or professional experience, including; working with bilingual students and assisting them in the transition to regular classrooms; implementing programs designed to prevent the dropout of " at risk" students; and, teaching multi-level, open-concept, and main streamed classes; and, establishing and implementing behavior change programs.

- Bachelor of Arts degree
- Have experience, interest, knowledge and ability to teach in a wide range of subject areas
- Ability and experience in developing Individual Learning Plans
- Experience in using data and assessment results to drive instruction
- Experience working with youth who have unique learning styles and needs

QUALIFICATION REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed 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.

- Valid Washington State Teaching Certificate with Special Education Endorsement
- Valid first aid and CPR certification;
- Trained in Right Response De-escalation techniques

ACKNOWLEDGMENT

I have read and understand this Job Description and I am physically able or with reasonable accommodation, will perform these duties to the best of my knowledge and ability.

Reasonable Accommodations Needed:

EMPLOYEE SIGNATURE: _____ DATE: _____

Employee's Printed Name

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination basis of race, color, national origin, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation (gender expression or identity), marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX/RCW 28A.640 compliance officer- AD and Section 504/ADA coordinator - Kelly King, at 816 Juniper Street, Oroville, WA 98844.