



Oroville School District

816 Juniper Street Oroville, WA 98844
509.476.2281 www.oroille.wednet.edu

K-12 SPECIAL EDUCATION TEACHER

Reports To: JH/HS Principal; Elementary Principal, Special Ed Director

Salary: Certificated Salary Schedule \$54,258.00 - \$102,267.00

Building: Junior/Senior High School & Elementary

Hours/Days: Varied/180+

Benefits: Health insurance benefits for employees working 630 hours or more per year include medical, dental, vision, life and long-term disability plans through the School Employees Benefits Board (SEBB). Retirement benefits are provided through the WA State Department of Retirement Systems (DRS) Sick, and Personal Leave, and Employee Assistance Program (EAP)

JOB SUMMARY: The Special Education teacher will serve Special Education students in grades K-12. The special education teacher will provide a nurturing, supportive and positive learning environment for all students, focusing on an environment that provides instruction in social and academic skills, builds language skills, and empowers students to be creative thinkers. The nature of this position demands the flexibility and ability to provide for mainstreamed special education students.

JOB DESCRIPTION:

This teaching position in the Special Education program within the Oroville School District performs under the general direction of the building principal or program director, and with assistance from appropriate staff personnel. The teacher will work with special education students in grades K-12 that attend general education classes to monitor learning and provide assistance to general education teachers in relation to student IEPs. Student learning objectives and standards for special education students are to be developed based upon general district guidelines and the rules and regulations governing special education. The special education teacher provides specially designed instruction and collaborates with general education teachers to meet the individual needs of assigned students and to evaluate student performance and progress.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Planning and Preparation:

- Develop thoughtful and creative programs suited for special education students in a specified learning environment.
- Skill in using a variety of instructional strategies to engage student learning through innovative learning experiences.
- Work cooperatively and collaboratively with classroom teachers to modify regular curricula as needed and assist special education students in general education classes with assignments.
- Observing and assessing students to develop social competencies and build self-awareness to promote learning success.
- Understands, and effectively utilizes computerized web-based systems for documentation of procedures/communications, goal development and modification, progress monitoring, performance assessment, accommodations/modifications, program supports, and overall IEP information.
- 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.

- Develop and design instruction to work with individual children, or small groups, to reinforce new skills.
- 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.
- Understands progress monitoring and assessment as an educational process that allows for the use of data to develop instructional goals for individual students with IEPs.
- Prepares, conducts, and utilizes ongoing assessments of student achievement through formal and informal testing as needed for goal/progress monitoring.
- Utilizes Common Core Essential Elements to prepare effective instruction and resources for teaching students with developmental disabilities or cognitive impairments.
- Possesses an in-depth understanding how to scaffold standards that encourage student participation and fosters development of critical thinking, problem solving and performance skills.
- Ability to deal effectively and appropriately with parents, students, staff, and other educational professionals over instructional needs and/or concerns or problems of the student and district.

CLASSROOM ENVIRONMENT:

- Fosters an educational environment that encourages positive social interaction, respect, and rapport, that is conducive to the learning and maturation process of assigned special education students.
- Implementing effective instructional strategies for adapting, or modifying, the general curriculum to meet the needs of students being served in the general education setting.
- Provides supervision of paraprofessionals working with special education students as needed.
- Consults and works with teachers and therapists to plan for student's needs and required adaptations, modifications, and use of assistive technology.
- Actively support school wide PBIS and RtI initiative during instruction and daily interactions with students.

PROFESSIONAL RESPONSIBILITIES:

- Possesses a core belief that ALL students can learn.
- Relates well with children, special needs students, staff, administration, parents, and the community.
- Provides a nurturing, supportive, and positive learning environment.
- Maintains standards of professional conduct, is a reflective practitioner, and seeks opportunities to grow professionally.
- Provides frequent and appropriate information to families regarding student needs and student progress.
- Understands the importance of serving as a role model and advocate for **all** students.
- Participates in student, staff, and professional meetings.
- Understands rights to privacy and demonstrates confidentiality.
- Observes and follows all Oroville School District policies and procedures, maintains high levels of professionalism and commitment through punctuality and daily attendance.
- Follows set timelines when scheduling and facilitating yearly IEP meetings.
- Performs all duties as assigned.
- Ability to work collaboratively with colleagues in a Professional Learning Community (PLC) to create instructional plans for groups and individual students.

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 understands group and individual problem-solving techniques
- Understands elements of group dynamics
- Understands cultural and poverty issues with regards to individuals and families, and how they impact education

- 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
- Deals with students in a positive and confident manner
- Is fair and consistent when working with a culturally, racially, and economically diverse student population
- Adapts to change and remains flexible
- Organizes activities
- Manages student behavior while using good judgment to maintain a safe learning environment
- Uses necessary equipment, computers, machinery, tools, or software
- Directs assistants through the use of verbal and non verbal means of communication
- Deals with specific physical or emotional disabilities and associated conditions, such as severe behavior disorders
- Attends to various physical and hygienic needs of students
- Establishes and maintains an effective, positive working relationship 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:

The employee is required to deal with a wide range of student achievement and behavior situations; 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 the importance of such tasks; 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; 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.

EDUCATION AND 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 implementing programs designed to prevent the dropout of "at risk" students, teaching multi-level, open-concept, and mainstream classes, and establishing and implementing behavior change programs.

- Have experience, interest, knowledge, and ability to teach in a wide range of subject areas
- Ability and experience in developing Individual Educational 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.

- Bachelor of Arts degree
- Valid Washington State Teaching Certificate with Special Education Endorsement
- Valid first aid and CPR certification
- Trained in Right Response de-escalation techniques

MANDATORY CONDITIONS OF EMPLOYMENT:

- Successful clearance of the FBI and Washington State Patrol fingerprint background check
- Successful Washington State Sexual Misconduct clearance
- Completion of Federal I-9, Employment Verification Eligibility form

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

Oroville School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Civil Rights Coordinator
Jeff Hardesty
816 Juniper St., Oroville WA 98844
509-476-2281
jeff.hardesty@oroville.wednet.edu

Title IX officer
Brennon Schweikart
816 Juniper St. Oroville WA 98844
509-476-2281
brennon.schweikart@oroville.wednet.edu

Section 504 Coordinator
Kelly King
816 Juniper St. Oroville WA 98844
509-476-2281
kelly.king@oroville.wednet.edu