



Elementary Teacher, Structured Learning Center for Academics-Intermediate, (1.0 FTE), Full-Time, Permanent, 2017-2018 School Year

POSITION SUMMARY:

The employee is primarily responsible for effective teaching and learning of the assigned subject(s) following district approved curriculum, instruction and assessment practices. As a special education teacher, employee may teach in a variety of elementary and/or secondary educational settings to include but not limited to life skills (Structured Learning Center- Academics), behavior development (Structured Learning Center- Behavior), communications, and learning Resource/Support. Primary responsibility shall include student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance, discipline, and welfare.

JOB GROUP: Licensed Wage Placement Table

Annual Salary Range (2017-2018): \$37,363 - \$74,022 (192-Day Contract). This salary range DOES NOT INCLUDE a 6% district contribution to PERS upon eligibility. Initial placement based on education, experience.

This salary range reflects 1.0 FTE. Actual salary is pro-rated based on FTE and start date.

This position qualifies for an Extended Responsibilities Stipend (\$4,109). Actual stipend is pro-rated based on position start date.

We are a Public Employee's Retirement System (PERS) employer. PERS allows eligible employees to contribute 6% of their salary to their Individual Account Program (IAP). However, we make the 6% contribution to our employee's IAP account for them. This means no money is taken out of our employees paychecks but they are still getting 6% of their salary contributed to their retirement IAP account. In addition, we make a contribution to our employees eligible PERS OPSRP Pension Plan.

MAJOR DUTIES AND RESPONSIBILITIES:

1. The teacher plans for student success based on assessed needs of individual students and the use of data and information to determine each student's current knowledge and skill level, set student learning goals, and assess student progress. As part of the planning process, the teacher leads or assists in identifying and in complying with teaching and learning and student accommodation requirements

under Individual Education Plans (IEP).

2. The teacher works collaboratively in a professional learning community with other teachers, support staff, multi-disciplinary teams, and others as appropriate, in addressing the needs of students and developing effective teaching and learning practices. Through collaborative practices, the teacher provides appropriate consultation and interventions for students at risk and facilitates the identification of students for Special Education when appropriate.
3. The teacher regularly conducts planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice.
4. The teacher maintains and provides reasonable and meaningful student grading, progress monitoring and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents.
5. The teacher integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities including the preparation of IEPs.
6. The teacher creates, communicates, and maintains classroom management practices that effectively engage students in the learning process.
7. The teacher facilitates and/or participates, at least annually, with IEP team to review student progress and to evaluate the appropriateness of the Individualized Education Program.
8. The teacher facilitates and/or participates, at least every three years, with the IEP team to reevaluate all students with disabilities in order to determine if student remains eligible for services.
9. The teacher designs and implements record keeping and communication procedures, to ensure that information gathered to identify and evaluate students is kept confidential.
10. The teacher provides training to assigned support staff within their classroom or program to include strategies, techniques and resources deemed appropriate in a students' behavior support plan and/or instructional plan.
11. The teacher actively participates in faculty, grade level, department, and curriculum meetings.
12. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when appropriate.
13. The teacher assists in the supervision of students at school activities and events.
14. The teacher will establish a professional growth plan and annually review the plan and progress with the administrator.
15. The teacher will perform such other duties and responsibilities as are assigned.

MINIMUM QUALIFICATIONS:

1. Incumbents must have successful experience working successfully with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a teacher certification program at an accredited college or university, and valid state certification(s) and/or endorsement(s).
3. Successful teaching experience or demonstrated potential to effectively teach in a special education environment and knowledge and skill in applying IDEA requirements and procedures.
4. Possess analytical and diagnostic skill to assess student special needs and translate such needs into an effective instructional plan for the student.

5. Demonstrated ability to effectively communicate the individual development plan and to coach and support staff and teacher colleagues so that they may effectively implement their responsibilities under the plan.
6. Ability to effectively communicate with parents, students, and staff verbally and in writing.
7. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
8. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
9. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
10. Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.
11. Knowledge and skill in culturally responsive teaching and learning.
12. Skill and ability to utilize technology to aid instruction, assessment and learning.
13. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
14. Any position specific special qualifications indicated in the recruitment process.

DESIRED QUALIFICATIONS:

1. Bilingual skills.
2. Successful experience teaching in a diverse student environment.
3. Successful experience in the grade level(s) and/or content area(s).

To apply to this position, please go to the North Clackamas School District job site, Applicant Tracking and apply to JobID# 3260:

<https://www.applitrack.com/nclack/onlineapp/>