

REYNOLDS SD 7

Balance of the Year Woods/Construction Teacher (RHS, CTE) (CTE Woods Construction Teacher 308307162024)

JOB POSTING

Job Details

<i>Title</i>	Balance of the Year Woods/Construction Teacher (RHS, CTE)
<i>Posting ID</i>	CTE Woods Construction Teacher 308307162024
<i>Description</i>	***This position is posted for the Balance of the Year for the 2024-2025 School Year***

JOB TITLE: Woods/Construction Teacher
APPLICATION DEADLINE: Open until filled

Job Summary: The job of "Teacher" is done for the purpose/s of developing students' academic and interpersonal skills through implementing District approved curriculum and/or the appropriate presentations of courses of study; documenting teaching and student progress/ activities/ outcomes; addressing specific academic needs of students; providing a safe and optimal learning environment; and, providing feedback to students, parents/guardians and administration regarding student progress, expectations, goals, etc.

CTE Responsibilities:

Employees who teach within an ODE approved Program of Study (POS) are required to have special expertise applicable to the educational program(s) assigned. These courses require a high degree of knowledge, skill, and experience in industry standards. We require a teaching professional who views students as collaborative thinkers for a high-wage, in-demand workforce. This instructional leader will work with other teachers, industry partners, students, and families to develop a high-quality program of study in the area of woods and construction. CTE teachers give input on the allocation of their funds for sustainable programming, develop partnerships for work-based learning opportunities, embed Oregon employability skills into their course content, and align the knowledge and skills from class to post-secondary opportunities. The CTE Teacher will develop and implement curriculum suited to the education and training of students for entry-level positions; stay up to date with current practices in business and/or industry and makes certain the curriculum is kept updated to reflect all changes; teach the skills necessary for job-readiness including how to locate jobs, prepare resumes, and successfully interview. Provide rigorous work-place readiness skills using a standards-based scope and sequence from course introduction to completer capstone.

The Woods/Construction teacher will focus instruction on key aspects of the industry including:

- Career exploration in Architectural Design; Carpentry; Electrical; Heating, Ventilation, and Air Conditioning; Masonry; and Plumbing
- Understanding of the roles and responsibilities of the different disciplines that collaborate to design and build residential and commercial properties
- Understanding of and adherence to safe working practices
- Safe use of tools
- Knowledge of building materials used in the construction industry
- Understanding of the existence and purpose of governmental regulations and applicable building codes, laws, and rules
- Pre-task planning to ensure a safe and efficient jobsite
- Basic measuring practice
- Understanding of basic mathematics as used in the industry

Essential Job Functions:

A teacher performs the following tasks: plans Instruction, establishes a classroom climate conducive to learning, implements plans for Instruction, evaluates student achievement, and appropriately directs instructional assistants, all for the purpose of providing successful instruction and learning.

- **Plans for instruction for the purpose of implementing lesson plans and providing documentation of teacher and student progress.**

Examples of planning include, but are not limited to:

- Selects or writes learning goals that are based upon the district's expected outcomes, Oregon Board of Education directives, and the physical and mental maturity of the students.
 - Determines the current achievement level of the students with respect to the learning goals.
 - Establishes objectives for a unit of instruction, formulates daily lessons and evaluates student's attainment of learning goals.
 - Adapts unit and lesson plans for exceptional learners and for students from varying cultural, social, and Linguistic backgrounds.
 - Selects and organizes instructional materials and equipment for the unit of instruction.
 - Designs instructional activities to achieve unit and lesson objectives.
 - Estimates the time required for direct instruction, student practice and application, and evaluation of student learning.
- **Establishes a classroom climate conducive to learning by students for the purpose of providing a safe and optimal learning environment.**

Examples of establishing conducive climate include, but are not limited to:

- Communicates classroom rules, procedures and behavioral expectations based upon the level of development of students and laws governing student rights and responsibilities.
 - Applies principles of sex equity, racial justice, and least restrictive environment for disabled students.
 - Recognizes the effects of the physical, social, and emotional climate of the student's homes and community on student motivation and behavior.
 - Encourages appropriate behavior and provides meaningful reinforcement when it occurs.
 - Monitors student conduct and takes appropriate action that is in line with building and district policies when misbehavior occurs.
 - Interacts thoughtfully and courteously with students, colleagues, and parents and resolves conflicts in a professional manner.
 - Uses classroom time effectively to provide maximum time on learning tasks.
 - Manages instructional transitions; and coordinates the use of parent volunteers, student assistants, and other support personnel to achieve instructional objectives.
- **Implements Plans for Instruction for the purpose of improving student success in academic, interpersonal and daily living skills through a defined course of study.**

Examples of instruction include, but are not limited to:

- Organizes students to engage in planned learning activities.
 - Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished.
 - Provides instruction using a variety of instructional techniques to achieve planned objectives.
 - Monitors the effectiveness of learning activities and modifies the pace and content of instruction as needed to achieve unit and lesson objectives; and uses techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.
- **Evaluates Student Achievement for the purpose of providing feedback to students, parents/guardians and administration regarding student progress, expectations, goals, etc.**

Examples of evaluation Include, but are not limited to:

- Selects and uses tests, observation, district scoring guides, student interviews, and other formal and informal assessment procedures and collects work samples

- for the student's portfolio, to determine the extent to which each student has achieved the objectives of the lesson and/or unit of Instruction.
 - o Designs assessments to determine if students have mastered the objectives before designing the activities of a lesson.
 - o Grades and records the students' progress, prepares anecdotal records, and reports achievement to students and parents.
 - o Summarizes the data on student achievement in relationship to instructional objectives.
 - o Uses data on student achievement to refine curriculum objectives and to plan further instruction; and documents teaching effectiveness through assembling and analyzing samples of students work.
- **Directs Instructional Assistants for the purpose of providing an effective school program and addressing the needs of individual students.**

Examples of directing instructional assistants include, but are not limited to:

- o Delegates specific instructional tasks to be performed for individual students or groups of students in accordance with the skills and abilities of each instructional assistant.
 - o Trains the assistant in the instructional tasks to be performed under the teacher's supervision.
 - o Supervises and assesses the performance of delegated instructional tasks and adjusts delegated tasks as necessary.
 - o Assumes full accountability for effectiveness and safety of tasks delegated to instructional assistants.
- **Advises parents and/or legal guardians of student progress for the purposes of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.**
- **Collaborates with other teachers, school personnel, parents and appropriate community agencies for the purposes of implementing curriculum, improving the quality of student outcomes, developing solutions and planning curriculum.**
- **Demonstrates methods required to perform assignments and/or skills (e.g. lab experiments, musical techniques, etc.) for the purpose of providing the students with the necessary skills to perform the tasks safely and/or accurately.**
- **Monitors student activities (e.g. classroom, lunch, grounds, etc.) for the purpose of providing a safe and optimal learning environment.**
- **Prepares teaching materials and reports (e.g. grades, attendance, anecdotal records, etc.) for the purpose of implementing lesson plans and providing documentation of teacher and student progress.**
- **Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of adhering to school, District and State rules, regulations, policies and laws.**

Other Job Functions:

- Assists (when appropriate) other personnel as may be required for the purpose of implementing the curriculum and/or supporting them in the completion of their work activities.
- Participates in various meetings (e.g. parent conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information or to meet credential requirements.

Qualifications:

- **Experience Required:** Prior success in job related experiences (may include successful supervised student teaching).
- **Experience Preferred:** Field experience in woods/construction, e.g., architectural design, carpentry, electrical, HVAC, masonry, plumbing, and CNC.
- **Skills, Knowledge and/or Abilities Required**
 - o *Skills* to motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance.

- o *Knowledge* of age-appropriate teaching methods, state and district curriculum standards, credit and grading requirements (when applied), appropriate instructional subjects. Working knowledge of all tools and safety protocols associated with a comprehensive metal shop.
 - o *Abilities* to perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parents/guardians, other school personnel, meet schedules and deadlines. Significant physical abilities include mobility in the classroom, lifting/carrying, reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception/accommodation/field of vision.
- **Education Required:** University degree in the field of education and/or State of Oregon requirements for a teaching license **and/or industry experience of more than 2,000 hours in an approved industry of woods/construction** compliant with Oregon Department of Education CTE Licensure.
 - **Licenses, Certifications, Bonding and/or Testing Required:** State of Oregon Teaching License appropriate to assignment with **HS CTE Construction Endorsement, Career Trades Endorsement, OR sufficient industry hours to qualify for CTE licensure program;** Oregon Fingerprint and Criminal Check clearance; First Aid and Cardiopulmonary Resuscitation Certificates is required in some assignments.

Shift Type **Full Time**
Salary Range **\$48,929.00 - \$95,729.00 / Annual**
Location **REYNOLDS HIGH SCHOOL**

Applications Accepted

Start Date **09/20/2024**

Job Contact

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