

TEMPORARY JOB OPENING #727 2024-2025

LONG TERM SUBSTITUTE TEACHER (SPECIAL EDUCATION RESOURCE)

Location: Turner Elementary School

1.0 FTE (Limited Duration – August 26, 2024 – December 20, 2024)

DATE POSTED: April 5, 2024

DATE CLOSED: Open Until Filled

SALARY: Salary and benefits based on current district salary and collective bargaining agreement.

APPLICATION PROCEDURE:

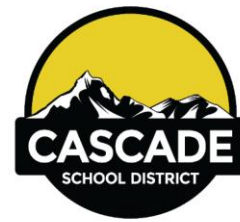
1. Application through Frontline Recruiting & Hiring

COMMUNITY EXCELLENCE THROUGH EDUCATION

Cascade School District, USDA, and the State of Oregon are equal opportunity providers and employers.

If you require reasonable accommodations for the application/interview process, please call Cascade School District Human Resources at (503) 749-8010 ext 1802 or speech/hearing-impaired persons may contact the district for assistance through Oregon Relay at 711.

TEACHER SPECIAL EDUCATION RESOURCE ROOM, ALL LEVELS



This job description applies to elementary, middle, and high school teachers, unless otherwise identified by specific teaching assignment in an alternate job description. Additional responsibilities and qualifications may be added for a specific position by the supervisor.

Primary Function:

Plans and implements an instructional program that fosters learning and growth for students with disabilities. Creates a supportive learning environment that enables acquisition of skills and knowledge, and guides students toward reaching their academic, social, intellectual and physical potential.

Supervised By:

Principal, Assistant Principal, and/or Director of Special Services

Essential Functions:

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Abides by the Standards for Competent and Ethical Performance of Oregon Educators as articulated by the Teacher Standards and Practices Commission under OAR 584 Division 20.
3. Plans lessons based on grade-level standards that are meaningful and differentiated to meet student needs, that are relevantly linked beyond the task-at-hand, and that help all students learn and apply transferable knowledge and skills.
4. Communicates with care, respect, proactivity and professionalism to students, parents, colleagues, and all school personnel. Communicates, both verbally and in writing, in a manner that builds and enhances powerful relationships with students, their families, and members of the school community.
5. Articulates clear and measurable learning targets that are linked to standards, embedded in the instruction, and understood by students.
6. Provides students with measurable learning targets with clear criteria for success. Assigns students with clear and relevant performance tasks to provide evidence of student learning.
7. Engages students with strategies, encourages equitable and purposeful student participation. Ensures all students have access to, and are expected to participate in, learning.
8. Ensures instructional materials and tasks are appropriately challenging and supportive for all students and are aligned with the learning target(s) and content area standards. Ensures instructional materials are culturally and academically relevant.
9. Utilizes instructional approaches that intentionally support the instructional purposes.
10. Provides scaffolds for the learning task, supporting the development of the targeted concepts and skills. Gradually releases responsibility such that students are led to become independent learners.
11. Utilizes a variety of assessment tools to gather comprehensive information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.).

12. Provides students with timely and relevant verbal and written feedback.
13. Communicates effectively with parents, students and other professional staff regarding student progress (behavioral and academic).
14. Maintains student records as required by the District and/or the school.
15. Modifies the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
16. Creates a physical arrangement that is conducive to learning and to student assessment.
17. Follows District and school policies, procedures, rules, regulations, and guidelines and provisions of the contract.
18. Case manages and coordinates the IEP process for all students on caseload. Confers with parents, administrators, testing specialists, social workers, and other professionals to develop IEPs designed to promote students' educational, physical, and social/emotional development.
19. Schedules and manages the activities of instructional assistants. Delegates duties to instructional assistants and monitors effectiveness, providing direction and training as needed.
20. Serves as a member of multidisciplinary teams.
21. Maintains close and frequent communication with parents, guardians, concerned agencies and outside professional consultants.
22. Routinely communicates with general education teachers with regard to specific IEP needs of students within the regular classroom environment. Counsels teachers on effective modifications, and assists with ensuring that students are receiving the requisite instructional support as identified on the student's IEP. Serves as an expert resource on the application of special education law in the classroom and appropriate instructional strategies.

The statements contained above reflect general details as necessary to describe the principal functions of this job but should not be considered an all-inclusive listing of work requirements. Individuals may at times perform other duties as assigned.

Minimum Qualifications:

1. Appropriate TSPC license and certification or the ability to obtain one.
2. Prior work experience and/or practicum experience with students with mild to moderate disability.
3. Ability to maintain confidentiality in performing assigned tasks.
4. Ability to work harmoniously with others and to communicate effectively (both orally and in writing) with students, parents and staff.
5. Ability to perform the essential functions with the physical, mental and emotional requirements, with or without accommodations.
6. Ability to function where there may be pressure and in an atmosphere which may be stressful.
7. May be required to obtain First Aid/CPR training.

Work Environment:

Subject to inside and outside environmental conditions with routine exposure to the weather including seasonal heat and cold. Subject to working in a school/office environment with occasional travel to evening and weekend meetings and activities.

Physical Requirements:

Hearing and speaking to exchange information; seeing to perform assigned duties; sitting, standing and walking for extended periods of time; dexterity of hands and fingers to operate equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and materials, and lifting light objects.

Vision: Frequent near acuity; occasional far acuity. Vision to read printed materials, computer screens or other monitoring devices.

Strength: Sedentary/Medium – Exert force to 10-25 lbs. occasionally, and up to 10 lbs constantly or a negligible amount of force frequently to lift, carry, push, pull or move objects.

May be required to restrain a student using moderate strength and district approved techniques.

Intermittent bending, twisting, squatting, kneeling, crawling, reaching. On feet throughout the day. Work effectively in an environment which can be both physically and emotionally fatiguing.

Work with students who may exhibit aggressive assaultive behavior.

Regular attendance at work and work activities is required.

Work Year: 191 days

Bargaining Unit: Licensed

FLSA Status: Exempt

Date Revised: March, 2021

Equal employment opportunity and treatment shall be practiced by the District regardless of an individual's perceived or actual race, color, national or ethnic origin, religion, sex, sexual orientation, age, marital status, pregnancy, familial status, economic status, veteran's status, genetic information or mental or physical disability, if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.