

Job Title: Teacher – Special Education
Reports to: Building Principal and/or Executive Director of Special Education
Work Schedule: Full time positions (1.0 FTE) - 180 days - 7.5 hours per day
Part time positions are prorated accordingly (refer to job posting for actual FTE)
Salary: Per Marysville Education Association Negotiated Salary Schedule

Position Goal:

This position will provide quality teaching and learning at the elementary and/or secondary level by providing intentional instruction at the classroom level. The successful candidate will implement quality instruction in all subject areas by implementing professional development provided at the building and district level designed to improve student achievement.

Minimum Qualifications:

- Valid Washington State Teacher certificate with Special Education endorsement required
- Bilingual preferred
- Experience and/or knowledge of Common Core Standards required
- Excellent oral and written communication skills
- Successful teaching experience at appropriate grade level preferred
- Experience and/or training with cultural, ethnic, and language diversity preferred
- Successful Washington State Patrol and Federal Bureau of Investigation Fingerprint Clearance
- Proof of Immunization (if born 1/1/57 or later)
- I-9 Employment Eligibility in compliance with the Immigrations Reform and Control Act
- Completion of all district-required training within thirty (30) calendar days from hire date

Desired Skills:

- Ability to remain flexible to changes in assignments or situations
- Ability to perform a variety of specialized tasks; maintain records; establish and maintain cooperative working relationships with students, parents, and school personnel; work as a team member; and meet schedules and deadlines
- Ability to use a variety of teaching strategies which may include cooperative learning, constructive instruction, or additional research based facilitation
- Ability to define excellence by standards of performance
- Knowledge and application of quality classroom based assessment practices
- Knowledge of the unique physical, psychological and social changes students experience and a desire to help them grow in these particular areas
- Skills in establishing and maintaining effective working relationships with a wide variety of people
- Skills to motivate students, communicate with individuals from varied educational and cultural backgrounds, and direct and evaluate support personnel
- Skills in classroom management and organizational techniques

Essential Job Functions:

This list of essential job functions is not exhaustive and may be supplemented as necessary. Depending upon individual assignment, the employee may perform all or a combination of several of the following duties:

- Prepare teaching materials and reports for the purpose of implementing lesson plans and providing documentation of teacher and student progress
- Monitor student activities for the purpose of providing a safe and optimal learning environment
- Report incidents (child abuse, fights, substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment, and adhering to education code and district and school policies
- Provide an exceptional educational experience to all students; communicate an enthusiasm for learning
- Provide clear and focused instruction for all students by using a variety of teaching strategies to meet the needs of all students to assure successful learning through a defined course of study

- Advise parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment
- Assess and monitor students for the purpose of providing feedback to students, parents, and administration regarding student progress, expectations, and goals by using quality classroom-based assessments
- Collaborate with school personnel, parents, and various community agencies for the purpose of improving the quality of student outcomes, developing solutions, and planning curriculum and willingness to work with grade level team
- Direct instructional assistants, volunteers, and/or student aides for the purpose of providing an effective school program and addressing the needs of individual students and be supportive of parent volunteers in the classroom
- Utilize district adopted curriculum to guide instruction
- Establish and maintain standards of student behavior needed to provide an orderly, productive environment for learning
- Communicate regularly and positively with parents
- Maintain consistent presence at assigned worksite and regular work hours
- Professionally interact with students, staff, and public
- Establish and maintain professional contacts with students
- Comply with all district policies and procedures
- Comply with the Code of Professional Conduct
- Perform related duties as assigned

Work Environment:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. The employee is confined to a work area; required to have precise control of fingers and hand movements; experiences constant interruptions and inflexible deadlines; and must be able to stoop, crouch, crawl, bend, kneel, stand for periods of time, and lift in order to assist a student with personal care. The employee is required to deal with distraught and/or angry persons and is exposed to infectious diseases carried by children. The noise level in the work environment is acceptable to this particular environment and can vary depending upon daily activity but will remain within acceptable ranges.

Evaluation

This position shall be evaluated periodically by the Building Principal/Supervisor and/or Executive Director of Special Education pursuant to the currently established district procedures and evaluation criteria. The process shall include an evaluation of the employee's performance of the above essential job functions.

Classification History

Job description developed August 2005.

Job description revised November 2008.

Job description revised May 2010.

Job description revised February 2012.

Job description revised April 2014.