

Sumner School District
An Equal Opportunity / Affirmative Action Employer

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| Learning Specialist Teacher - Elementary |
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Contract

School year contract with additional days as per Sumner Education Association Collective Bargaining Agreement (SEA CBA) and represented by Sumner Education Association

Compensation Washington State Salary Schedule plus additional TRI per SEA CBA.

General Summary

Provides instruction and educational support to students with special needs, specifically as it relates to Special Education, Title I/LAP and Bilingual Education services. Such instruction is generally in the areas of reading, written language and mathematics. Additional support may be provided in the areas of fine motor skills, social skills and daily living skills. Instructional activities are designed around each student's program goals and objectives. Professional activities encompass working collaboratively with a building team of specialists, general education staff and the building administrator. Frequent communication with parents is an integral part of the role. Maintaining current and accurate student records is central to the success of each student.

Minimum Requirements

Education and Experience

- Valid and appropriate professional education certificate for Washington with special education endorsement.
- Master's degree and/or advanced training in special education; emphasis in academic behavior/social emotional and transition programming of students is desired.
- Strong preference for multiple endorsements.
- Demonstrate successful experience in leading and implementing a prescribed curriculum within a consultation model is desired.
- Experience with cultural, ethnic, language and learning diversity is desired.
- Experience with technology in an educational setting or willingness to learn.
- Experience in professional learning communities model preferred.
- Demonstrate successful teaching experience in Rtl (Response to Intervention).

Required Knowledge, Skill and Ability

- Meet ESSA requirement.
- Demonstrate knowledge of and/or willingness to learn Title 1, LAP, special education, bilingual program, etc., rules and regulations.
- Demonstrate evidence of classroom management techniques and knowledge of various academic and behavioral strategies.
- Demonstrate strength in developing and maintaining good working relationships with administrators, staff, families, and agencies.

- Knowledge and/or demonstrate evidence in successful programming for all disability areas desired in the least restrictive environment.
- Demonstrate proficiency with Common Core State Standards.
- Ability to effectively integrate technology resources in daily lesson and use multiple communication systems, such as electronic mail, computers, document readers and smart boards.

Essential Functions

The performance elements listed below are for illustrative purposes only and do not reflect an all-inclusive scope of responsibilities:

- Work collaboratively with a team of specialists and classroom teachers to develop and modify instructional programs to meet individual learning needs of special needs students.
- Implement district adopted curricula and may provide in service to classroom teachers on district instructional programs.
- Plan, develop, implement and/or models intervention/instruction designed to best meet the needs of students receiving special services (bilingual, Title I, special education) within general education and special service settings.
- Develop positive techniques for improving student behavior and manages classroom so as to provide a productive learning environment.
- Provide behavioral and academic consultation and modeling to classroom teachers and paraeducators.
- Maintain timely student records, reports, and all categorical program requirements.
- Assess, determine and interpret present levels of performance for students in identified programs.
- Plan, develop and monitor instructional programs carried out by paraeducator and other non-special education personnel.
- Communicate regularly with parents on progress of individual students
- Learn new procedures quickly, be flexible and adaptable.
- Participate in staff and department meetings.
- Work cooperatively with the professional learning community of the school and district.
- Report to work with regular and reliable attendance and punctuality.
- Uphold board, district and building policies and goals.
- Inspect school or district facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, and/or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.

Working Conditions

Mental Demands

Usual office working conditions with exposure to numerous distractions and interruptions. Flow of work and character of duties involve normal mental and visual attention much or all of the time. Requires concentration and attention to detail for repetitive tasks; may deal with distraught or difficult individuals.

Physical Demands

Occasional exposure to weather. Exposed to visual display terminal for prolonged periods; required to sit for prolonged periods. Must be able to sit, stand, walk, push/pull, bend/stoop, kneel, crouch, reach in all directions, handle and use fine manipulation, dexterity and precision required in the operation of a computer. May require carrying up to 50 pounds or lifting up to 20 pounds overhead.

Alternatives to the above requirements and desirable qualifications may be made as the District finds appropriate and acceptable. It is understood that the District has the right to transfer and assign employees to best fit the needs of the District.

The Sumner School District will make “reasonable accommodation” as a change or adjustment to a job or work environment that allows a qualified individual with a disability to satisfactorily perform the essential functions of a particular job, and does not cause an undue hardship for the employer.

The Sumner School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees are designated to handle questions and complaints of alleged discrimination: District Title IX Coordinator, Section 504/ADA Coordinator or Compliance Coordinator for 28A.640 and 28A.642 RCW, in writing at 1202 Wood Avenue, Sumner WA 98390 or by telephone at 253.891.6000.

The Sumner School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services or transitional bilingual education programs, contact the Special Education Director.

Marion Leach, Title IX/RCWW 28A.640 Compliance Officer and Section 504/ADA Coordinator
Sumner School District, 1202 Wood Avenue, Sumner, WA 98390
Telephone number: 253 891-6030