

Greater Albany Public Schools Social Learning Teacher (SLC)



Salary Level: Per current CBA

Classification: Certified

Reports to: Principal or Designated Administrator

Position Description:

- The teacher will be a resource to families and other school staff for the students they serve and how to meaningfully include them in the school community where the programs are located.

Responsibilities:

Leadership and Advocacy

- Establish and maintain cooperative working relationships with colleagues
- Participate in collaboration, committees, and meetings with colleagues in order to maximize collective efficacy of the team
- Ability to engage in self-evaluation with regard to performance and professional growth
- Seeks out professional knowledge, staying apprised of current developments in the field
- Partners with families to support student learning

Student Support

- Ability to communicate effectively with students and families
- Ongoing assessment of student learning, with responsive differentiation to meet student needs, including those of students with IEPs and 504 plans
- Organizes and maintains a system of accurate and up-to-date record-keeping, grading and reporting for all student activities, achievement and attendance
- Ensure students understand school behavior expectations, and support them in rising to those expectations

Instructional Expertise

- Knowledge of current teaching methods and pedagogy
- Develops and administers school curriculum consistent with district and school goals and objectives
- Develops lesson plans that maximize utilization of time for instruction
- Knowledge of applicable federal and state laws regarding education and students
- Ability to use computer software, systems, and applications as needed

Additional Responsibilities:

- Provide leadership and direction to multiple classified staff members

Minimum Requirements:

- Oregon teaching license
- Special Education endorsement
- Vaccinated against COVID-19

- Physically able to perform duties of the classroom that may include physical interventions (running, blocking, moving quickly, be able to sit on the floor then move to standing or sitting position)
- Knowledge of child development
- Knowledge of social communication/language disorders
- Able to work with students who have challenging and occasionally severe behaviors including experience developing the FBAs and Positive Behavior Support Plans and using data to track the effectiveness of the plans

Desired Qualifications:

- Experience and ambition to work with students who experience Autism or Autism-like characteristics
- Experience in developing independence by using a variety of techniques for language intervention, argumentative communication systems and social skills development, and classroom skills (TEACHH, PECS, social stories, Pivotal Response, etc)
- Training in MANDT will be provided if needed
- Experience working with secondary students with disabilities
- Demonstrated successful experience working cooperatively and communicating frequently with parents, general education staff, specialists, and administration
- Demonstrated successful experience implementing procedures in the special education handbook and following all laws and policies regarding service to special education students
- Experience developing appropriate IEPs with rigorous academic, communication, and behavioral goals that are data-driven, measurable, and calculated to ensure progress in the general education curriculum.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

Term of Employment: Not to exceed the number of days as set by the negotiated agreement. May include extended contract days or extra-duty assignments. Salary and benefits are based on the current District Salary Schedule and negotiated agreement.

Anti-Discrimination Policy and Commitment to Diversity:

We believe that diversity is strength, and we are committed to maintaining an inclusive, multicultural network. We are an equal-opportunity employer and welcome all qualified applicants.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Frequent or prolonged sitting. Crouching to work with younger students. Possibly moderate to high noise level. Frequent and prolonged talking/listening in conversations/meetings. Requires accurate perceiving of sound. Requires handling and working with a variety of materials and objects. Work may occasionally involve lifting/carrying objects weighing 10-30 pounds. Possible exposure to bodily fluids due to student injury or illness. Possible exposure to bodily harm due to student behaviors.

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job

description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this (or the position itself) at any time it deems advisable.

Employee Statement: I hereby certify that I possess the physical and mental ability to regularly attend work and fulfill the essential functions of the above position either with or without reasonable accommodations. If I require accommodation(s) in order to fulfill any or all of these essential functions I will inform the District prior to actually beginning work. I have read and understand this job description.

I have read and understand this job description.

Signature: _____ **Date:** _____