



PARKROSE SCHOOL DISTRICT  
10636 NE Prescott St.  
Portland, OR 97220-1494  
t: 503-408-2100  
f: 503-408-2140  
parkrose.k12.or.us

Parkrose School District affirms the diversity of our local communities including race, religion, national or ethnic origin, sexual orientation, and gender identity/expression. We welcome candidates who reflect our growing diversity and our values of creating an inclusive learning environment. We are particularly interested in applications from traditionally underrepresented groups in education.

### **Special Education Teacher**

**Pos #1619**

**Location:** Parkrose High School

2021-2022 School Year

**\*Salary Range:** \$43,165 - \$85,431

**Hours:** 40 hours per week

**Days:** 191 days per year

**Deadline:** Open Until Filled

**Overview:** The job of “Teacher - Special Education” is done for the purpose/s of facilitating student success in academics and transition into adult living, interpersonal skills, skills of self-determination and activities of daily living through implementing District approved curriculum; documenting student progress toward meeting student outcomes; addressing specific needs of students; providing a safe and optimal learning environment and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc. Experience with preparation and implementation of transition and/or secondary reading instruction is not required, but appreciated. This position has the potential for Special Education Team Leadership through an extra duty contract.

### **Job Requirements:**

- Valid Oregon teacher certificate, preference for teachers with specified endorsement, plus multi-endorsements, acceptable to Teacher Standards and Practices Commission for position assignment to include the endorsement(s)
- Endorsement in the specialty area of Special Education
- Satisfactorily perform the requirements of the position as described in the job description
- Possess the emotional and physical stamina to perform duties as required by the designated task except for temporary disability
- Prior Related Experience
- Multicultural Competency
- Skills to motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance, address student needs.
- Knowledge of effective, research-based instructional curricula and practices for special education students, best practices for transition planning, age appropriate teaching methods, state curriculum framework, and education code.
- Knowledge of and ability to assess students’ needs in academic, behavioral, study skills, social skills, skills of independence and self-determination skills and provide effective instruction in to meet students’ needs in these areas..
- Knowledge of and ability to provide specific transition curriculum and instruction for students as they move to adult living.
- Abilities to stand and walk for prolonged periods, perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parents, and other school personnel, and meet scheduling deadlines.
- Regular Attendance must be maintained

### **Preferred training and/or experience in the following District Strategies:**

- Bilingual

- Positive Behavior Intervention Strategies
- RTI
- Sheltered Instruction/SIOP
- Differentiated Instruction
- Professional Learning Communities
- Experience with diverse students preferred

**Reports to:** Director of Student Services and Principal

**To Apply:** Candidates will complete the Parkrose application online at [TalentEd](https://talented.com). In order for your application to be complete, you must submit the documents listed below in addition to the application at [TalentEd](https://talented.com):  
<https://parkrose.tedk12.com/hire>.

- Cover Letter
- TalentEd Application
- Resume
- Three (3) current letters of recommendation
- Essay Questions:
  1. *Describe your experience in teaching and/or serving and/or working with a diverse population and underrepresented communities?*
  2. *We have a deep commitment to challenging institutional racism. Can you speak to how you have done this in your practice?*

Parkrose is an Equal Opportunity Employer. Applicants with culturally diverse backgrounds are strongly encouraged to apply.

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## Position Details

### Essential Job Responsibilities:

- Collaborates with general education teachers to adapt lessons and develop supports for the purpose of implementing the IEP, including transition goals and services to meet the special needs of students
- Provides instruction in study skills, skills of self-determination, academic skills and other skills as necessary to implement IEPs
- Completes required paperwork to ensure provision of free, appropriate public education for students receiving special education services, including file reviews, notice of meetings, eligibility statements, IEPs, Summary of Student Performance and Prior Notice, as needed.
- Advises students, parents and/or legal guardians of student progress toward meeting IEP goals and classroom expectations
- Assesses academic, social, communication, behavioral, vocational and self-determination skills to determine present level of performance, develop and monitor progress toward meeting IEP goals and transition plans
- Develops, implements and monitors progress in student positive behavior plans
- Develops and uses data-based progress monitoring systems to track student performance
- Collaborates with school personnel, agencies and community agencies (e.g. vocational and social service agencies, caretakers, etc.) for the purpose of developing and modifying the program to maximize the quality of student outcomes, developing solutions and planning curriculum
- Directs instructional assistants, volunteers and/or student aides for the purpose of providing an effective school program and addressing the needs of individual students
- Instructs students with individualized special needs for the purpose of developing appropriate academic, interpersonal, daily living and transition skills through a defined course of study.
- Manages student behavior for the purpose of providing a safe and an 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 student progress
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code, district and/or school policies

### Other Job Functions:

- Administers medication, first aid and/or health care requirements as may be required for the purpose of providing specialized treatment and/or monitoring medical conditions of students
- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities
- Preparing and implementing transition lessons supporting students as they enter adult living
- Preparing and implementing reading instruction for secondary students
- Participates in various meetings (e.g. parent conferences, in-service training, special education team meetings, site meetings, etc.) for the purpose of receiving and/or providing information and/or meeting credential requirements

**Work Expectations:**

- Regular attendance at work and activities must be maintained
- Punctual in meeting deadlines, attending meetings and following schedules
- Maintains confidential information relating to students, families and colleagues

**License, Certifications, Bonding, and/or Testing Required:**

- Oregon Department of Education - Criminal Justice Fingerprint Clearance
  - Cost to employee: of \$12.50 for fingerprinting; \$59.00 for background check (deducted from first paycheck)
- First Aid/CPR/AED certification or the ability to obtain
- Blood Pathogen Training provided through the MESD.

**Physical Requirements:**

- In an eight (8) hour day the teacher may:
  - Stand/walk – 3 – 6 hours
  - Sit - 2 – 4 hours
- The teacher will need:
  - Near/far visual acuity, depth perception. unaffected field of vision, unaffected hearing and the ability to evacuate students from classrooms/buildings
- The teacher may occasionally:
  - Bend, kneel, squat, climb stairs or ladders. use hands for repetitive motions and lift/carry/reach

\*Salary Range: Please note the Certified Bargaining Agreement article 16.2.2 listed below that is used by our District to determine placement on the experience steps.

**Article 16.2.2**

Out of Parkrose: Full credit shall be granted for each year of full-time professionally or academically licensed experience in the public schools, grades K-12. For non- teachers, the experience must be related to the District assignment. Substitute teaching shall not be counted unless it was done on a full-time contract basis. Credit for experience related to the District assignment in districts outside Parkrose will not be given for a part of a year unless two (2) or fewer segments will total at least one hundred thirty-five (135) days.

**OREGON ADMINISTRATIVE RULES (OAR) 584-020-0010**

**The Competent Educator**

The educator demonstrates a commitment to:

- (1) Recognize the worth and dignity of all persons and respect for each individual;
- (2) Encourage scholarship;
- (3) Promote democratic and inclusive citizenship;

- (4) Raise educational standards;
- (5) Use professional judgment; and
- (6) Promote equitable learning opportunities.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TSPC 7-2007, f. & cert. ef. 12-14-07

#### **584-020-0015**

##### **Curriculum and Instruction**

(1) The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

(2) The competent teacher demonstrates:

- (a) Use of state and district adopted curriculum and goals;
- (b) Skill in setting instructional goals and objectives expressed as learning outcomes;
- (c) Use of current subject matter appropriate to the individual needs of students;
- (d) Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and
- (e) Skill in the selection and use of teaching techniques conducive to student learning.

(3) The competent administrator demonstrates:

- (a) Skill in assisting individual staff members to become more competent educators by complying with federal, state and local laws, rules, and lawful and reasonable district policy and contracts;
- (b) Knowledge of curriculum and instruction appropriate to assignment;
- (c) Skill in implementing instructional programs through adequate communication with staff; and
- (d) Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TSPC 7-2007, f. & cert. ef. 12-14-07

#### **584-020-0020**

##### **Supervision and Evaluation**

(1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the

same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

(2) The competent teacher demonstrates:

- (a) Multiple ways to assess the academic progress of individual students;
- (b) Skill in the application of assessment data to assist individual student growth;
- (c) Procedures for evaluating curriculum and instructional goals and practices;
- (d) Skill in the supervision of students; and
- (e) Skill in differentiating instruction.

(3) The competent administrator demonstrates:

- (a) Skill in the application of assessment data to provide effective instructional programs;
- (b) Skill in the implementation of the district's student evaluation program;
- (c) Skill in providing equal opportunity for all students and staff; and
- (d) Skill in the use of employee and leadership techniques appropriate to the assignment and according to well established standards which ensure due process for the staff for which the administrator is responsible for evaluating.