



PLEASE POST ON OFFICIAL BULLETIN BOARDS

Date: September 21, 2022

To: Certified Personnel

From: Stephanie Lorsung, Elementary Principal

In compliance with the Certified Master Agreement, please consider this as notification of the following position opening in the district:

Learning Disability Teacher ~ Long Term Sub Teaching Position

Full position description linked [here](#) and found below.

Qualifications: Minnesota Teaching License ~ Elementary Grades; Special Education License preferred yet not required.

Salary: \$223.84/day

Time Limitations: Present employees must apply within five working days with the last day being: **September 27, 2022.**

Start Date: November 22, 2022 through January 20, 2023.

Applicants should apply via Applitrack @ <http://www.applitrack.com/pinecity/onlineapp/>

Pine City Public Schools employment practices are conducted without regard to race, color, national origin, sex or disability of applicants or employees.

*Revised: January 2018
Pine City Public Schools
Independent School District 578*

PD53 TEACHER - LEARNING DISABLED (LD)

Department: Special Education
Reports To: Building Principal
Classification: Certified

SUMMARY: A teacher of special education: learning disabilities is authorized to provide specially designed instruction in reading, mathematics, written and oral expression, and listening comprehension, in kindergarten through grade 12 to students with learning disabilities or learning deficits and to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans for students.

ESSENTIAL DUTIES and RESPONSIBILITIES: *Other duties may be assigned.*

Special Education Process. The LD professional has the awareness, knowledge, and implementation skills that result in a high degree of professional practice in the following special education processes:

- Understands and follows due process procedures as specified in the St. Croix River Education District (SCRED) Problem-Solving and Special Education Guidelines Manuals.
- Develops high-quality Individual Education Plans (IEPs) for students that promote involvement in the regular education curriculum.
- Works with parents to promote successful collaboration between home and school.
- Has the awareness, knowledge and implementation skills for designing an effective system of services for children who are in need of special services.
- Facilitates inter-building transitions for students by meeting with the student's future IEP case manager.

Consultation. The LD Basic Skills professional has the awareness, knowledge, and implementation skills that result in a high degree of professional practice in the following consultation skills:

- Will provide training to regular education staff on IEP specified services.
- Will meet regularly with regular education teachers to review student progress and, if necessary, develop and/or modify interventions.
- Will assume the primary responsibility to recommend appropriate service delivery options for the student with learning disabilities, including class placement, related services, and adaptations in assignments and testing procedures. The teacher will demonstrate proficiency at identifying how the student with learning disabilities might access meaningful participation in appropriate classrooms.
- When identifying, analyzing and evaluating potential problems with students, the special education teacher will use a systematic interview process to clearly define potential problems, determine what additional data needs to be collected, and set a follow-up meeting; establish a baseline for the target behavior, set a goal, and develop an intervention plan; and determine whether goals have been met, if the intervention was effective, and if any modifications are needed.

Assessment Methods. The LD: Basic Skills professional has the awareness, knowledge, and implementation skills of the following assessment methods:

- Understands and follows due process procedures as specified in the SCRED Problem-Solving and Academic Professional Practice Manual for the purpose of planning an academic evaluation.
- Conducts a records review, as necessary, and identifies pertinent information.
- Conducts interviews with parents and others who know the child to identify pertinent information and obtain parental information.
- Conducts observations in order to collect pertinent information and confirm information from record reviews. The teacher will have knowledge of systematic observation techniques in order to collect specific data on the academic performance of the student.
- Appropriately administers, scores and interprets standardized achievement tests.
- Appropriately administers, scores, and interprets General Outcome Measures, as appropriate for their assignment, in early literacy skills, reading, writing, and math.
- Will report results to individuals with exceptional needs, parents, administrators, and other professionals. This will be done with good communication skills including a positive approach to student and parents, and no use of jargon.
- Will use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and meaningful participation interventions for students.

Instructional System Process. Has the awareness, knowledge, and implementation skills that result in effectively contributing to the overall instructional system process:

- Attends and contributes to instructional decision making information to the problem-solving groups to which they belong including Student Support Team (SST).
- Demonstrates positive interpersonal skills with other teachers, other school employees, SCRED staff, and students.
- Provides supervision and evaluation to paraprofessional staff and contacts the building principal if problems arise.
- Collaborates with other agencies when appropriate.

Instruction in Reading, Writing, and Math. Has the awareness, knowledge, and implementation skill that result in a highly professional practice in the provision instruction in reading, writing, and math:

- Demonstrates understanding of the link between evaluation and intervention by facilitating the development of an appropriate intervention plan that is based on the results of the evaluation.
- Demonstrates a firm grasp of the sequence of skills necessary to reach target general outcomes in each academic area.
- Demonstrates the ability to evaluate where each student is on the sequence of skills needed for mastery in each goal area. In other words, teacher knows who needs what kind of instruction, when.
- Selects, adapts, and uses those instructional strategies and materials with the strongest likelihood of affecting progress for the specific learner. In other words, the teacher is familiar with and chooses research-based curricula and interventions.
- Demonstrates skill in delivering instruction using the Principles of Effective Instruction. These include effective classroom management, positive environment, clear expectations, support as needed, sufficient allocated time that is used efficiently, high opportunities for students to respond, active teacher monitoring of students.
- Prepares and organizes materials to implement daily lesson plans, routine activities, or special activities including communicating to paraprofessional staff their role or task for the instructional lesson.
- Designs a learning environment that encourages active participation by learners in effective learning activities.
- Systematically monitors student progress, displays data graphically, and uses the data to adjust instruction for optimal progress for the student.
- Designs, structures, and manages daily routines, effectively including transition time for students, other staff and the instructional setting.
- Uses strategies and techniques for facilitating the academic success of individuals with learning disabilities in various classroom settings in the school.

SUPERVISORY RESPONSIBILITIES: Supervises students.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

EDUCATION and/or EXPERIENCE: The LD special education teacher shall hold a baccalaureate degree from an accredited college or university.

CERTIFICATES, LICENSES, REGISTRATIONS: The candidate for licensure as a teacher of special education: learning disabilities must complete a preparation program under subpart 2, item D that must include the candidate's demonstration of the knowledge and skills in items A to E (MN State Board of Teaching: Adopted Permanent Rules Related to Teacher Licensing 8710.5700).

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedural manuals. Ability to effectively present information and respond to questions from various groups such

as managers, students, teachers, parents, and the general public.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical solutions.

REASONING ABILITY: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory to instructional programming; ability to plan and implement lessons based on division and school objectives and the needs and abilities to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.

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. While performing the duties of this job, the employee is frequently walking and standing. The employee may frequently bend or twist at the neck and back while performing the duties of this job. Specific vision abilities required include peripheral vision and close vision such as to read typewritten material. The employee may occasionally lift up to 25 pounds such as student equipment and wheelchairs.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate to loud. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being and work out-put of students.