



Quileute Tribal School District

P.O. Box 39

La Push, WA 98350

360-374-5648, FAX 360-374-9608



The mission of the Quileute Tribal School is for all students to gain and retain the knowledge and skills necessary to make them responsible, productive citizens. They will develop problem solving skills, communication skills, and self-sufficiency skills that will allow them to interact at all levels of society. They will protect, preserve and enhance the Quileute language and culture for future generations.

POSITION DESCRIPTION

JOB TITLE AND FILE NAME: 7-12 Math Teacher
EXEMPT: No
SALARY LEVEL: \$47,546 to \$89,616 for 180 days of service (8 additional days for staff new to the district)
BONUS: \$3,000 signing bonus plus \$5,000 for hard to fill position
SHIFT: 8-hours per day – Full school year
LOCATION: Quileute Tribal School
EMPLOYEE: Certificated
REPORTS TO: K-12 Principal

REVIEWED BY: Mark Jacobson and Anita Baisley

APPROVED BY: Superintendent Mark Jacobson **DATE:** 05-22-2019

Responsibility: The performance elements identified below are for illustrative purposes only and do not reflect an all-inclusive scope of responsibilities. The 7-12 Math Teacher:

- Plans, develops, implements and assesses courses of instruction consistent with district approved curriculum and grade level expectations provided by the state.
- Possesses strong academic and experiential background in teaching math with an emphasis on the Assessment for Learning concepts.
- Able to use a variety of instructional strategies and methods to ensure high levels of student engagement and academic achievement.
- Able to promote high expectations, demonstrate a caring attitude and establish an environment that supports high achievement in students.
- Uses positive and productive techniques for improving student behavior and manages classroom efficiently and effectively.
- Incorporates the teaching of math and the student application of higher order thinking skills as major components of the instructional program.
- Uses technology appropriately as part of the classroom management environment and integrates technology into student learning activities.
- Effectively communicates with parents in a variety of ways.
- Actively participates with faculty, staff, and administration through Professional Learning Communities.
- Is enthusiastic, flexible, and committed to students reaching high learning standards.
- Experience and training in formative assessment.
- Perform other duties as assigned.

QUALIFICATIONS:

- Successful completion of a teacher certification program at an accredited college or university.
- Valid Teacher Certificate, with proper endorsement(s) in 7-12 math.
- Strong core academic skills and student-centered approach to teaching.
- Experience and/or training working with diverse learners ranging from special education through highly capable and at-risk students.
- Demonstrated interest, commitment, and ability to work positively with students.
- Demonstrated strong classroom management strategies.
- Demonstrated ability to positively contribute to decision making in collaboration with administrators and other staff members.
- Willingness to collaborate with 7-12 staff to provide differentiated learning.
- Knowledge and experience using technology to implement and enhance student learning.
- Ability and willingness to address school and student needs and duties as assigned.
- Willingness to supervise and hold students accountable within the classroom, on campus, and during school functions and field trips.
- Preferred experience with diverse populations, specifically Native American and special needs students.
- Establish and communicate to students well-defined objectives for each lesson, including related projects and activities.
- Maintain all required documentation, including student grades, attendance, and inventory.
- Evaluate and provide individual student progress reports on a regular basis;
- Meet with parents as required regarding student needs and progress; maintain student progress documentation.
- Knowledge of current approaches to teaching and willingness to model behavior deemed appropriate by the school district and community.
- Demonstrate ability to relate in a positive way with the students, staff, parents, and the community, i.e., skills in human relations which demonstrate cultural sensitivity to needs and concerns of others.
- Develop lesson plans and instructional material and provide individualized and small group instruction to adapt the curriculum to the needs of each student.
- Maintain regular attendance and grade reports as required.
- Strive to update and maintain professional competence.
- Comply with School Board policies and procedures.
- Must be able to perform the essential functions of the job with or without reasonable accommodations.
- Must be able to pass drug screening and background check
- Maintaining confidential files and/or records

Characteristics and Physical Demands of This Job:

LANGUAGE SKILLS: Ability to read, analyze, and interpret written materials and maps. Ability to effectively communicate and present information to children, parents, and employees in English

MATHEMATICAL SKILLS: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to apply concepts of basic and advanced mathematics.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS: Must be able to lift up to 25 pounds if needed.

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.

AMOUNT OF DAY SPENT:	(Hours at one time)	(Hours during full day)
Sitting	30 - 90 minutes	4-5 hour
Standing	15 - 30 minutes	1-2 hour
Walking	15 - 30 minutes	.5-1 hours

WORK/REST CYCLE: This position does not generate breaks but planning time is identified in the employee's daily schedule. Daily 30-minute lunch breaks are scheduled.

EMPLOYEE WORKS: 8-hour days, Monday – Friday (includes 30-minute paid lunch break). NOTE: Some additional time may be needed for meetings, parent-teacher conferences, etc.

PERFORMANCE EVALUATION

Performance of this position will be evaluated according to state and BIE requirements. The school uses the *Danielson Model* for certificated evaluations.

REQUIRED ACTIVITIES

(Occasionally = 0 to 33%; Frequently = 33% to 67%; Constantly = 67% to 100%)

	Frequency	Body Part	%	Activity
Stoop/Bend	Frequently	Legs, lower	0-100	helping a wheel-bound chair student
Squat student	Frequently	Legs, lower	0-100	helping a wheel-bound chair
Climb	Occasionally	Legs	0-100	Stairs & steps
See	Constantly	Eyes	N/A	Assisting students with special needs, reading materials to qualified students
Hear	Constantly	Ears	N/A	Listening to students, staff, parents, and others, and monitoring students and/or volunteers or others.
Speak	Constantly	Voice	N/A	Listening to questions, comments, conversations and directions from supervisor, School staff/students, vendors, volunteers, presenters, and others

REQUIRED LIFTS

	Frequency	Body Part	Range/Height	Activity
0-25 lbs.	Constantly	Legs, Arms	0"-30" to 5'	Moving and/or storing classroom and student materials, lap top computer, and supplemental materials
10-35 lbs.	Occasionally	Legs, Arms, Upper and Lower Body	1"-30" to 25'	Same as above
35+ lbs.	Seldom	Legs, Arms	1"-30" to 25' Upper and Lower Body	Same as above

REQUIRED CARRY

	Frequency	Body Part	Distance	Activity
0-10 lbs.	Constantly	Arms, legs	1" to 150'	Same as above
10-35 lbs.	Occasionally	Arms, legs	1" to 150'	Same as above
35+ lbs.	Occasionally	Arms, legs	1" to 150'	Helping qualified student to chair, table, or moving a student from one location to another

REQUIRED REACH AND HANDLE

	Frequency	Body Part	Weight/ Distance	Activity
Reach Above Shoulder	Frequently	Arms	0-10/3'	Moving records, classroom support materials and supplies, and equipment, etc.
Reach at Shoulder	Frequently	Arms	0-10/3'	Same as above
Reach Below Shoulder	Constantly	Arms	0-40/3'	Same as above
Manual/Finger	Constantly	Arms,	0-10/3'	Typing; gripping white board marker or smartboard pencil, grasping materials for instructional purposes

SUMMARY OF ENVIRONMENTAL CONDITIONS AND RATINGS

The following analysis represents evaluation of the surroundings in which the job is performed. Environmental conditions must, by definition, be specific and related to the job.

- Key to Environmental Factors Rating
 NP = Not present in the Job Environment
 S = Seldom - Under 5% of Work Day
 O = Occasionally - Up to 33% of the time
 F = Frequently- From 33% to 67%
 C = Constantly - 67% to 100%

Environmental Conditions:		Key	Comments:
1.	Inside 95% Outside 5%	C S	Working in a school classroom Walking
2.	Extreme Cold	S	Outside work during winter months
3.	Extreme Heat	S	Outside during summer months and in rooms without air conditioning
4.	Wet/Humid	O	Rain 90 to 100 inches per year
5.	Noise (in Decibels)	50 – 60	This is the general approximate range for a classroom environment for the essential functions of this position; If around power tools, ringing phones, cleaning equipment or vehicles, the level may occasionally rise to 80
6.	Hazards		
	a. Mechanical	S	
	b. Explosives	S	Batteries
	c. Electrical	S	Office equipment
	d. Radiant Energy	O	
	e. Burns	S	Electrical
	f. Other hazard(s)	S	Wet surfaces (slipping)
7.	Atmospheric Conditions		
	a. Fumes	S	Cleaning solvents
	b. Mists	NP	
	c. Odors	S	Plants, school food services
	d. Gases	S	Copy machines, printers
	e. Dusts	S	Printing paper, inside computers, printers
	f. Poor ventilation	S	Some of the school's facilities are poorly ventilated
	g. Other atmospheric hazards	NP	
8.	Protective clothing/Devices	S	Used when performing first aid

Except as provided in the Indian Preference Act (Title 25, U.S. Code section 472 and 473), the Quileute Tribal School shall not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, disability, veteran or military status, sexual orientation, gender expression or identity, disability, political beliefs (where applicable), marital status, familial or parental status, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts of America and other designated youth groups. The following employee(s) have been designated to handle questions and complaints of alleged discrimination: Title IX/RCW 28A.640, Mark Jacobson (360-374-5609); Section 504, Anita Baisley (360-374-5602); and Compliance Coordinator for State Law, Mark Jacobson (360-374-5609) at PO Box 39, 40 Ocean Drive, La Push, Washington 98350. The Quileute Tribal School is exempt under federal or state law pertaining to employment practices under which a preferential treatment is given to any individual because he or she is an Indian living on or near a reservation.