



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.

JOB DESCRIPTION

JOB TITLE AND FILE NAME: CTE or Industrial Arts

Teacher – Trade & Industry Education

EXEMPT: No

SALARY LEVEL: Based on college credits/years of teaching experience

SHIFT: 8:00 am - 4:00 pm = 1.0 FTE

LOCATION: Quileute Tribal School

EMPLOYEE: Certificated Employee

REPORTS TO: Superintendent or designee

REVIEWED BY: Principal Ryan Stevens, CTE Director Bill Haley, and Superintendent Mark Jacobson

APPROVED BY: Superintendent, Mark Jacobson **DATE:** November 15, 2019

SUMMARY: To develop in each pupil skills of listening, speaking, reading and writing that are fundamental to good communication and literate citizenship; to discover and develop special talents of pupils in multiple vocational fields; to prepare students for participation in post-secondary school vocational programs or direct job placements in the designated vocational areas.

To provide classroom and/or laboratory instruction in any of the following areas: trade and industry education, technology education, or STEM Vocational Education Program.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Teaches vocational courses in at least two of the following areas: Trade and Industry: wood shop, engineering (welding after new schools opens);
- Center instruction on high expectations for student achievement;
- Provide clear and intentional focus on subject matter content and curriculum;
- Recognize individual student learning needs and develop strategies to address those needs;
- Assumes responsibility for implementing and teaching specialized programs in assigned subject areas;
- Teaches courses in subject area to middle and high school students utilizing course of study adopted by the Board of Directors and appropriate OSPI approved Frameworks as guidelines in teaching individual course content;
- Serves as advisor (as appropriate) for local chapter of vocational student organization;
- Supervises shop and lab areas cooperatively with other staff members;

- May assist Physical Education Teacher with 7-8 and/or 9-12 PE classes;
- Participates in advisory committee activities as directed by school administration and CTE Director;
- Is able to work in a team environment with CTE faculty;
- Is able/willing to implement Washington career & technical education standards;
- Supervises pupils in out-of-classroom activities during the assigned working day when needed;
- Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district;
- Use multiple student data elements to modify instruction and improve student learning;
- Establish rapport, communicate and collaborate with parents and the school community;
- Develops lesson plans and appropriate instructional aids stressing "discovery" and laboratory learning methods;
- Demonstrates subject area concepts using models, visual aids, overhead projector, technological hard and software, and other standard or teacher prepared instructional aids;
- Designs learning activities that will relate subject area to the physical world;
- Establishes and maintains standards of pupil behavior needed to provide an orderly, productive classroom environment;
- Evaluates each pupil's progress in subject area knowledge and skills;
- Demonstrates effective teaching practices;
- Exhibit collaborative and collegial practices focused on improving instructional practice and student learning;
- Foster and manage a safe, positive learning environment;
- Provides individual or small group instruction in order to adapt the curriculum to the needs of pupils and to accommodate circumstances where a variety of projects and experiments are being worked on simultaneously;
- Selects and requisitions books, instructional aids, and instructional supplies;
- Maintains required inventory records;
- Communicates with parents and school counselors to discuss the individual pupil's progress;
- Identifies pupil needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems;
- Participates in curriculum and other developmental programs;
- Maintains professional competence through in-service education activities provided by the district, region, and/or OSPI, and in self-selected professional growth activities;
- Performs essential job functions with or without reasonable accommodation;
- Completes work at assigned workstation(s);
- Consistently deals with people in a courteous and professional manner;
- Prepares lesson plans and makes them available to substitute staff as needed;
- Assists in grant writing in support of assigned area(s);
- Monitors and manages program budget to ensure program so expenditures do not exceed board approved CTE budget;
- Cooperates with internal and external personnel (e.g., administrators, auditors, public agencies);
- Completes purchase requests as needed and submits to immediate supervisor for review and approval before it is submitted to building and district administration for final review and action;

- Assists the CTE Director in preparing and analyzing CTE data, recruiting students to enroll in CTE programs, and promoting student placements in job shadowing, mentoring, and/or training opportunities within the community and region;
- Maintains a variety of data concerning student performance, attendance, and grades and submits timely reports as necessary;
- Keep the CTE Director, Principal, and Superintendent informed of activities, problems, and budgetary needs on a regular and ongoing basis in areas of responsibility;
- Arrange for the proper storage of supplies and materials to prevent loss; and
- Performs other duties as assigned

REQUIRED QUALIFICATIONS:

- Valid Washington State Vocational Teaching Certificate with appropriate endorsements OR Valid Washington State Industrial Arts Certificate, Highly Qualified status in appropriate area(s);
- Skills to motivate students, communicate effectively with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate student performance, demonstrate activities;
- Demonstrated knowledge of industry standard equipment, computers and computer applications/software, and safety standards;
- Ability to integrate technology with other forms of classroom instruction;
- Experience and/or training with cultural, ethnic and language diversity is preferred;
- Knowledge of age appropriate teaching methods, state curriculum, benchmarks and frameworks, education code, appropriate instructional subjects;
- Willingness to supervise/direct extracurricular activities;
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable;
- Knowledge of curriculum, education code, and local, district, tribal, state, and BIE policies and procedures;

SUPPLEMENTAL INFORMATION

The employee must satisfactorily pass a criminal background check and drug screening, both at the time of hire and random drug screening throughout term of employment.

Must have a valid Washington State driver's license or equivalent.

Must hold a valid first aid/CPR certificate (required of CTE and/or Industrial Arts teacher).

Must be personable, patient, courteous and willing to explain information to others. Ability to establish and maintain effective working relationships with students, parents, community members, administrators, and outside vendors.

PERFORMANCE EVALUATION: The successful employee will be evaluated as per OSPI guidelines depending on years of experience. The school is currently using the Danielson Model but reserves the right to use other observation and evaluation methods as determined by the school district.

MACHINES, TOOLS, OFFICE OR SPECIAL EQUIPMENT USED: All equipment typically seen and used in assigned CTE program area(s) around the state and in industry.

VEHICLES OR MOVING EQUIPMENT USED: Tractor, four-wheel drive pickup, automobiles, hand and chair carts

TRAINING REQUIRED: On the job training, regional and state conferences, and special training as funding and time provides. Training is also required in district policies, emergency procedures, HIV/AIDS, Safety, self-insured program, telephone system, and building security system.

LANGUAGE SKILLS: Ability to read, analyze, and interpret written materials. Ability to effectively communicate and present information to students 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 mathematics.

REASONING ABILITY: Ability to solve practical to complex 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: 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.

While performing the duties of this job, the employee is frequently required to walk; use hands to finger, see and feel objects, tools, or controls; reach with hands and arms; and talk or hear. The employee is frequently required to stand, sit, stoop, kneel, and crouch.

The employee must regularly lift and/or move up to fifty (50) pounds and occasionally lift and/or move up to one hundred (100) pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

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. While performing the duties of this job, the employee will most frequently be in a building/classroom with rubber, linoleum, or concrete floors and a computer-controlled HVAC system provided through a heat exchange system. The employee may occasionally work in outside weather conditions (i.e., transporting equipment from one building to another, moving classroom supplies and materials, projects, etc.).

The noise level in the work environment is usually moderate to loud. When using some of the equipment in the assigned area, the noise level may be extreme requiring ear protection (drilling, grinding, operating the table saw, CNC machine, etc.).

HAZARDS/OBSTACLES: Employees are sometimes exposed to hazards such as chemicals (stains, thinners, paint, and finishes) and dust particles; other unforeseen hazards such as electrical shock, cutting tools and machines, flying objects (machine kickback, items breaking and being thrown from the wood lathe, etc.).

UNPROTECTED HEIGHTS: This position would rarely require working in high areas.

AMOUNT OF DAY SPENT:	(Hours at one time)	(Hours during full day)
Sitting	20 to 50 minutes	½ to 1 hour
Standing	45 to 55 minutes	4 to 6 hours
Walking	20 to 50 minutes	1-2 hours

WORK/REST CYCLE: One planning period per day is typically provided; 30-minute lunch.

EMPLOYEE WORKS: Inside 7.5 hours; Outside .5 hours; Total 8 hours

* NOTE: Hours may be adjusted to meet the needs of the district.

PHYSICAL DEMANDS AND CHARACTERISTICS OF THIS JOB:

REQUIRED ACTIVITIES

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

	Frequency	Body Part	lbs.	Activity
Twist	Frequently	Upper body	0-100	Moving shop materials to/from storage; cutting large materials into smaller pieces; moving welding supplies
Stoop/Bend	Frequently	Legs, lower	0-100	Moving wood and metal shop supplies and projects; moving welding tanks, moving student projects
Squat	Frequently	Legs, lower body	0-100	Same as above
Kneel	Frequently	Legs, lower body	0-100	Same as above
Crawl	Seldom	Arms, legs knees	0-100	Same as above
Push/Pull	Occasionally	Arms, legs	0-100	Same as above
Climb	Seldom	Legs	0-100	Stairs, steps, ladders

	Frequency	Body Part	lbs.	Activity
See	Constantly	Eyes	N/A	Cleaning, installing equipment; repairing equipment and machines; setting up machine cuts, measuring and cutting
Hear	Constantly	Ears	N/A	Monitoring equipment sounds, listening to questions and comments from others, attending training, and listening to directions from supervisor

REQUIRED LIFTS

	Frequency	Body Part	Range/Height	Activity
0-25 lbs.	Constantly	Legs, arms	1"-30" to 8'	Moving machines, tools, and projects
10-35 lbs.	Frequently	Legs, arms	1"-30" to 8'	Same as above
35+ lbs.	Frequently	Legs, arms	1"-30" to 8'	Same as above

REQUIRED CARRY

	Frequency	Body Part	Distance	Activity
0-10 lbs.	Constantly	Arms, legs	1" to 60'	Same as above
10-35 lbs.	Occasionally	Arms, legs	1" to 60"	Same as above
35+ lbs.	Frequently	Arms, legs	1" to 60"	Same as above

REQUIRED REACH AND HANDLE

	Frequency	Body Part	Weight/ Distance	Activity
Reach Above Shoulder	Frequently	Arms	0-10/3'	Installing filters, cable, coax Making repairs, etc.
Reach at Shoulder	Frequently	Arms	0-10/3'	Repairing and moving equipment, etc.
Reach Below	Constantly	Arms	0-10/3'	Same as above

REQUIRED REACH AND HANDLE – Continued:

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Shoulder	Frequently			Same as above
Manual/Finger Dexterity	Constantly	Arms, wrists, fingers	0-10/3'	Making repairs, installing equipment, etc.

Comments: This position requires constant interaction with students, parents, staff, administrators and vendors and requires an ability to remain organized, firm and pleasant.

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.