



High School Life Skills Teacher

Reports To: K-12 Program Director

Status: Full-Time, Exempt

We are seeking a High School Life Skills Teacher for the 2021-2022 school year!

Job Summary: The Life Skills Teacher provides clear, consistent structure in the classroom, ensuring that the academic, social and behavioral needs of each student are met within the guidelines of their person-centered plan. The teacher is responsible for providing a functional curriculum focused on the acquisition of daily living and vocational skills leading to a successful transition to adult life within the community. The classes will emphasize communication, maximum independence, and opportunities to generalize skills in natural settings as well as participation in activities with peers. The teacher is responsible for organizing, delivering, monitoring and revising instructional plans, implementing formative and summative assessments to inform their teaching practice, utilizing research-based pedagogical strategies and school-adopted curriculum. In addition, the teacher serves as an appropriate role model for students in dress, behavior, language, and attitude.

Responsibilities:

CLASSROOM PLANNING, PREPARATION, AND INSTRUCTION

- Demonstrate knowledge of functional life skills curriculum, and executive functioning, and teaching practices by implementing a curriculum that is rigorous, joyful, and accessible.
- Demonstrate knowledge of the philosophical, historical, and legal foundations of special education, with particular focus on independent skills readiness, implementing a

curriculum that is based on the Common Core State Standards and encourages growth for each individual learner.

- Design and implement appropriate formative assessments and rubrics that align with learning outcomes.
- Sequence and differentiate student lessons utilizing accommodations and modifications to meet the needs of individual students in the classroom.
- Use multiple data to reflect on student strengths, needs, and progress and inform instructional decision making
- Account for student interest, readiness, and learning styles in lesson planning and assessment design
- Design and implement annual learning plans with goals and objectives as needed
- Write progress reports detailing progression through goals and objectives
- Implement ongoing curriculum-based measurement (CBM) probes for each student and use collected data to inform teaching practice

CLASSROOM ENVIRONMENT AND INSTRUCTION

- Understand basic classroom management theories and methods; with strategies for individual behavior management, crisis prevention, intervention, de-escalation techniques, and the balance between classroom management with academic teaching strategies.
- Understand the characteristics of environments, including materials, equipment, and spatial arrangements that facilitate development, learning and interaction among students.
- Create a classroom culture which is a cognitively busy place, characterized by a shared belief in the importance of learning; establishes high expectations and personal achievement.
- Understand the aspects of schedule, routines, and transitions that promote development and learning.
- Demonstrate ways in which technology can assist with creating and managing the learning environment, incorporating the verbal and visual redirection and classroom expectations.
- Embrace and innovatively use learning management system (Schoology) and other online learning tools for engagement of 21st century learners.
- Consult with teachers, BCBA's, BTs, and therapists to plan for students' needs and required adaptations, modifications, and use of assistive/adaptive technology.
- Model and create an environment oriented around learning and respect through a positive attitude, rapport with students, and managing classroom, small groups, and one-on-one interactions with students.
- Effectively embed assessments in classroom instructional time
- Foster positive and appropriate relationships with parents and the wider community
- Design, implement and supervise positive behavior support plans as needed

- Support each student's social-emotional and behavioral growth through meaningful engagement

CLASSROOM LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES

- Provide frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner.
- Use a repertoire of resources, strategies, networks, organizations, and unique services for individuals with disabilities and their families including career, vocational, and transition support, including possible funding agencies and financial sources for secondary aged students (local, state, and federal).
- Engage in professional development to stay current on researched-based instructional strategies and services, and seek additional resources and assistance as needed to meet the individualized needs of students.
- Understand the importance of the teacher serving as a role model and advocate for all students.
- Participate in student, staff and professional meetings including behavior management plans, functional analysis of behavior, eligibility, placement, IEP and annual reviews.
- Understand rights to privacy, demonstrates confidentiality, and respect for differences among all persons interacting with individuals with disabilities.
- Collaboratively work with high school team by supporting the learning of other team members, assisting in implementing training opportunities and collaborating with the BCBA in the supervision and support of the classroom paraeducators
- Complete required formal written evaluation(s) for assigned Paraprofessional(s) demonstrating understanding of the evaluation process under the supervision of the Director or his/her certified designee.
- Maintain accurate records in the student information system (PowerSchool) and complete required paperwork in a timely manner, including progress reports, charting, field trip forms, and IEP-related documentation in a timely and compliant manner, as well as all personnel-related documentation for absences or deviations from schedule
- Maintain a positive, professional working relationship with team members, accept direction from supervisor and respond positively to constructive feedback, seek to grow professionally, and adhere to school policies and procedures
- Meet regularly with the Program Director to communicate classroom, student, and team needs
- Attend parent-teacher conferences to discuss student progress with caregivers
- Maintain an inventory of classroom supplies and need
- Serve as an ambassador for the school in interactions within the school, at conferences and professional development, and in the greater community

Job Qualifications:

- Fingerprint clearance through OSPI
- A clean background check through Washington State Patrol and Goodhire
- Bachelors degree and WA state teaching certificate required
- Three years of successful classroom teaching experience at a high school level required
- Master's Degree with Teacher Certification strongly preferred
- Special Education endorsement strongly preferred
- Education in the designated field of teaching
- Experience working with students with autism and learners with varying access needs
- Demonstrated ability to collaborate with individuals
- Demonstrated understanding and use of equitable and culturally responsive practices

This job description in no way states or implies that these are the only duties to be performed by this employee. He or she will be required to follow any other instructions and to perform any other duties requested by his or her supervisor or the management of the school.

Position open until filled. **(To Apply: Please send a resume, cover letter and a list of three professional references to jobs@aplschool.org. Please type the job title into the subject line of your e-mail.**

The Academy for Precision Learning is an independent K-12 school that educates typically-developing students and those across the autism spectrum in an academically challenging and socially vibrant community. The APL model utilizes customized curriculum and innovative instructional methods to provide meaningful access and tangible progress for every student. Our goal is for every APL student to become a curious and engaged life-long learner who celebrates diversity, practices self-advocacy, and generates impact in their community.
www.aplschool.org

Academy for Precision Learning (APL) is an Equal Opportunity Employer and we grant equal employment opportunity to all applicants and employees without regard to race, color, national origin, marital status, disability, Vietnam Era Veteran status, age, religion, political affiliation, gender, gender identity or sexual orientation. It is the intent and desire of APL that equal employment opportunity will be provided in all phases of the employment relationship. APL is a Title VII employer and strictly prohibits any types of discrimination or harassment. For more information please contact APL's Human Resources department at jobs@aplschool.org.