

**TO APPLY FOR THIS POSITION, PLEASE EMAIL THE FOLLOWING ITEMS TO
jeff.clark@amity.k12.or.us**

- Oregon Statewide Teaching Application and An Equal Opportunity Employer Form (available at www.amity.k12.or.us)
- Resume
- Three letters of reference
- Cover letter and statement addressing the job qualifications
- Unofficial transcripts

TITLE: Special Education Teacher – K-5 Structured Learning Environment (ERC)

POSITION SUMMARY

The Special Education Teacher for the K-5 Structured Learning Environment (Educational Resource Center) is responsible for providing comprehensive and individualized instruction to students with significant learning needs, including Autism Spectrum Disorder, developmental disabilities, and social emotional challenges. The teacher will design and implement an engaging, structured classroom environment that supports students in their academic, social, and life skills development. This role involves collaboration with general education teachers, specialists, families, and support staff to create a successful, inclusive learning experience.

Essential Duties & Responsibilities

Instruction & Lesson Planning

- Develops and implements individualized education programs (IEPs) based on student needs, using research-based best practices.
- Designs and delivers differentiated instruction in academics, communication, social-emotional learning, and life skills.
- Utilizes instructional strategies such as Functional Behavior Routines, Pivotal Response Training, and Discrete Trial Teaching.
- Incorporates technology and assistive devices to support student learning.
- Integrates structured teaching methodologies to promote student independence.
- Ensures that instruction aligns with state and district standards, incorporating literacy development and culturally responsive teaching practices.

Classroom Environment & Student Support

- Establishes a structured, predictable, and nurturing classroom environment that promotes respect, inclusion, and positive interactions.
- Implements proactive behavior management strategies and individualized behavior intervention plans (BIPs).
- Uses data-driven decision-making to assess student progress and adjust instruction accordingly.
- Develops and maintains classroom routines and procedures that maximize instructional time.
- Ensures students have access to appropriate instructional materials and technology.

Collaboration & Communication

- Works closely with general education teachers, paraprofessionals, related service providers, and families to ensure students receive necessary support.
- Provides professional development and training to instructional assistants and paraprofessionals on best practices for structured learning environments.
- Maintains accurate records, including IEP documentation, progress reports, and assessment data.
- Communicates regularly with parents and guardians regarding student progress, classroom expectations, and ways to support learning at home.

Assessment & Progress Monitoring

- Conducts academic and functional assessments to determine student strengths and areas of need.
- Uses a variety of formative and summative assessments to measure student progress.
- Analyzes data to inform instructional decisions and adapt lesson plans.
- Engages students in self-assessment and goal-setting to foster independence and self-advocacy.

Professional Responsibilities

- Participates in IEP meetings, staff meetings, and professional development opportunities.
- Maintains confidentiality and adheres to ethical guidelines in all aspects of the role.
- Complies with district, state, and federal regulations related to special education.
- Supports the school and district's instructional priorities and initiatives.

Qualifications & Requirements

Education & Licensing

- Valid Oregon teaching license with an endorsement in Special Education.

Experience & Skills

- Prior experience working with students with Autism, developmental disabilities, and behavioral challenges preferred.
- Strong ability to implement evidence-based instructional and behavioral strategies.
- Effective collaboration and communication skills to work with students, families, and colleagues.
- Ability to maintain accurate records, meet deadlines, and adapt to changing student needs.
- Physical ability to support students, including lifting up to 60 pounds when necessary.

WORK ENVIRONMENT

- a) This position is primarily performed indoors in school buildings, although some outdoor instruction and supervision are required.
- b) Possible exposure to bodily fluids due to student or employee injury or illness.
- c) Exposure to bodily harm due to student behaviors.
- d) Evenings and/or extended work hours may be required.
- e) May be required to obtain a First Aid and/or CPR Card.
- f) May require traveling to multiple work sites.
- g) Frequent or prolonged standing, walking and sitting
- h) Frequent and prolonged talking/hearing conversations.
- i) Requires accurate perceiving of sound, near and far vision, depth perception, handling and working with materials and objects.
- j) Work may involve occasional lifting objects weighing 25-50 pounds.

Start Date/Salary

August 21, 2025

Placement on the Amity School District Teaching Salary Schedule

Application Deadline

Open Until Filled

Reasonable accommodations for the application and interview process will be provided upon request and as required in accordance with the Americans With Disabilities Act of 1990. Persons with disabilities may contact Jeff Clark at 503-835-2171 for additional information or assistance. Speech/Hearing impaired person may contact the District with assistance through the Oregon Relay at 1-800-735-2900.