

WASHINGTON SCHOOL DISTRICT

Washington, PA 15301

09/08/2025

POSTING

POSITION: 1 (ONE) SECONDARY SPECIAL EDUCATION TEACHER

CURRENT ASSIGNMENT: Secondary Special Education (7-12)

AVAILABLE: 2025-2026 School Year

REQUIREMENTS:

- PA Certification: A Bachelors' Degree in Special Education N-12 or Special Education PreK-8, master's degree Preferred
- All required clearances and paperwork to be an employ of WSD
- Must also obtain 24 additional education credits within six years of hire to obtain permanent certification if level I candidate

SALARY: Contractual Rate

DEADLINE: Until Position is Filled

QUALITIES AND EXPERIENCE FOR THE POSITION:

- **Experience/Knowledge with Special Education:** Prior experience working with students with special needs, preferably in an educational setting. Understanding of relevant laws and regulations, such as the Individuals with Disabilities Education Act (IDEA), and experience in implementing them.
- **Differentiated Instruction:** Experience in developing and implementing differentiated instruction to meet the diverse needs of students.
- **Assessment and Evaluation:** Ability to conduct assessments and evaluations to identify students' strengths and areas for growth.
- **IEP Development:** Experience in developing, implementing, and monitoring Individualized Education Programs (IEPs) for students with special needs.
- **Behavior Management:** Strategies for managing behavior and creating a positive and supportive classroom environment.
- **Collaborative Planning:** Experience in collaborating with general education teachers and other professionals to support students' academic and social-emotional development.
- **Technology Integration:** Utilization of educational technology tools and resources to enhance learning experiences for students with special needs.
- **Professional Development:** Commitment to ongoing professional development to stay updated on best practices and research in the field of special education.
- **Cultural Competence:** Awareness and sensitivity to cultural differences and their impact on students with special needs and their families.
- **Communication Skills:** Clear and effective communication with students, parents, and other educators to collaborate on student progress and needs.
- **Organization:** Strong organizational skills to manage lesson plans, resources, and individualized education plans (IEPs) effectively.
- **Problem-Solving Skills:** Capacity to identify barriers to learning and develop strategies to address them.
- **Collaboration:** Illustrated through successful collaboration with special educators, therapists, and other professionals to develop and implement comprehensive support plans, leveraging each team member's expertise and insights.

- **Professionalism:** Demonstrated professionalism through adherence to ethical standards, confidentiality protocols, and professional boundaries, establishing trust and credibility among students, families, and colleagues.

ESSENTIAL JOB FUNCTIONS:

- **Individualized Education Plan (IEP) Development:** Create, implement, and review IEPs for each student, tailored to their unique needs, abilities, and goals. Collaborate with other educators, parents, and specialists to develop and implement personalized education plans for students with special needs.
- **Instructional Planning:** Develop and adapt instructional materials and strategies to meet the diverse needs of students with learning disabilities, ensuring alignment with state standards and educational goals. Provide specialized instruction in alignment with regular education curriculum and instruction.
- **Direct Instruction:** Provide direct instruction to students with special needs in various subjects, utilizing differentiated instruction techniques and assistive technologies as needed. Provide direct instruction in reading decoding, fluency, comprehension strategies, writing skills (including grammar, sentence structure, and organization), and math concepts. Utilize evidence-based practices and differentiated instruction techniques to support students with various learning styles and abilities.
- **Small Group and Individualized Instruction:** Conduct small group and one-on-one instruction sessions to target specific academic skills and address individual learning goals outlined in students' IEPs.
- **Progress Monitoring:** Regularly assess students' progress towards their academic and behavioral goals, adjusting instructional strategies and interventions accordingly.
- **Behavioral Support:** Implement positive behavior support strategies to promote a positive learning environment and address challenging behaviors effectively. Teach students self-regulation techniques and reinforce positive behaviors to promote engagement and success in these subjects.
- **Assessment:** Implement and proctor state and local assessments.
- **Collaboration with General Education Teachers:** Collaborate with general education teachers to modify reading, writing, and math curriculum and activities for students' accessibility and inclusion. Provide support and resources to ensure that students with special needs can actively participate and succeed in the general education classroom.
- **Parent Communication:** Maintain open and proactive communication with parents and guardians regarding students' progress, concerns, and educational plans, including attending IEP meetings and providing progress reports.
- **Professional Development:** Stay current with best practices in special education and participate in ongoing professional development opportunities to enhance teaching effectiveness and support student learning.
- **Data Collection and Reporting:** Collect and analyze data on students' IEP goal progress, preparing reports for IEP teams and school administrators. Use data to monitor growth, set new goals, and make data-driven decisions to improve instructional practices and student outcomes.
- **Support Services Coordination:** Coordinate with other support staff, such as speech therapists, occupational therapists, and behavioral specialists, to ensure that students receive comprehensive support services as outlined in their IEPs.
- **Advocacy:** Advocate for the needs of students with special needs within the school community and beyond, including participating in discussions about policy development and resource allocation.
- **Crisis Intervention:** Provide support and guidance during crises or emergency situations involving students with special needs, ensuring their safety and well-being.
- **Administrative Task Management:** Perform daily administrative tasks, including entering attendance data, maintaining grades, and developing IEPs, to ensure accurate record-keeping and compliance.
- **Facilitate Inclusive Practices:** Foster an inclusive classroom environment where all students feel valued, respected, and supported, promoting acceptance and understanding of neurodiversity. Assist

classroom teachers with instructional strategies to facilitate inclusion. Collaborate with regular classroom teachers in order to provide an environment that modifies instruction when necessary.

- **Build Positive Relationships:** Develop positive, trusting relationships with students, parents, colleagues, and community members to foster collaboration and teamwork in supporting Special Education students' success.
- **Facilitation & Knowledge of Secondary Transition Programming:** Assist in the implementation of transition services and programs for students aged 14 to 21, including travel training, job coaching, and community vocational activities.
- **Perform other duties as assigned by the Principal, Special Education Director or Superintendent.**

SUBMIT LETTER OF INTEREST TO: Lisa Coffield, Executive Assistant to the Superintendent
311 Allison Avenue
Washington, PA 15301
OR EMAIL lcoffield@prexie.us

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