



Oroville School District #410

Construction Trades Teacher

Reports To: JH/HS Principal
Building: Junior/Senior High School
Certification: WA Teaching Certificate

Salary: Certificated Salary Schedule
Hours/Days: 7.25/180+

Summary:

This position is a challenging and exciting opportunity for a highly skilled teacher to help secondary level students learn subject matter and skills that will contribute to their development as mature, able and responsible young adults. The primary responsibility of this position is to address CTE frameworks, and to develop career pathways for students through thoughtful development of schoolwide programs of studies, as well as to address school wide initiatives through the subject matter.

The job of the CTE Construction Trades Teacher is to work with industry-related individuals, members of the CTE department, and school staff to develop and teach a sequence of courses in a program designed to help students develop academic, technical, and work readiness skills in order to enter the workplace or into an articulated post-secondary education area. The CTE Construction Trades Teacher is expected to create a flexible instructional program and a class environment favorable to learning and personal growth. In addition, the CTE Construction Trades Teacher will establish effective rapport to motivate and encourage student growth down a curricular Program of Study.

While the direction of this position will rely heavily on the creativity and ownership of the staff member in this position, the district plans to place an emphasis on pathways in local careers such as Commercial Construction, Carpentry, Woodworking, and Millwright. An integration with other basic education and CTE programs within the master schedule is an expectation, so students have a firm grasp for why High School and Beyond planning and programs of study are important to their future. A successful candidate will begin their first-year teaching courses such as, Architecture and Construction Foundations, Commercial Construction, and Residential Carpentry. A successful candidate will be responsible for developing student employability skills and achievement of entry level certifications per their respective pathways during this process.

An additionally important responsibility for this successful candidate is to provide an active student leadership program. The District's expectation is that this teacher provides students with quality experiences through a robust FBLA/FFA program. This teaching assignment consists of participation and representation at local, county, and state events, as well as community involvement to support FBLA/FFA/FFA activities that are specific to the District's vision for aligning school wide Program of Studies.

ESSENTIAL DUTIES AND RESPONSIBILITIES (Other duties may be assigned): This list of essential functions is not exhaustive and may be supplemented as necessary and without notice. Depending upon individual assignments, the Secondary Construction Trades Teacher performs all or a combination of several of the following duties:

- Teaches District approved curriculum with fidelity
- Work collaboratively and collegially with a team of teachers to develop an integrated curriculum aligned

- to grade level expectations, related Common Core Standards, and 21st Century Skills
- Knowledge and experience using technology in the delivery of curriculum and instruction
- Ability to analyze instructional practices through regular, and ongoing observations and dialogues associated with mentoring and coaching
- Genuine interest in teaching students of varying backgrounds and ability levels
- Engages in and supports the RTI & PBIS models
- Meets with and instructs students toward their individual needs, deficits, and strengths
- Provides a leadership component to the program for framework approval
- Creates and maintains a classroom and building environment that is conducive to learning and appropriate to the maturity and interest of the students being served
- Encourages students to set and maintain high standards of classroom behavior and academic success
- Guides the learning process toward the achievement of curriculum goals, establishes clear objectives for all lessons, units, projects, and communicates these objectives to students
- Provides quality instruction that meets the learning needs of underserved student populations
- Use a variety of formative, summative, and classroom-based assessments to address student needs (academic, social, and emotional), monitor student progress, and drive classroom instruction
- Analyze state assessment data (i.e., test specs and release items) as well as district NWEA data to build lessons to address student deficits and strengths
- Maintains thorough student files and records according to WAC and district requirements
- Engages and participates in continued development of a collaborative environment amongst staff and students
- Actively participates in staff professional development opportunities
- Contributes to the development and implementation of program and school wide programs of study for students
- Involvement with community and local careers and related events to establish a connection to career pathways for the students we serve
- Develops and provides career and college readiness curriculum in both our Advisory program and throughout the CTE program as defined by CTE frameworks
- Develop and sustain District vision and work regarding student program of study pathways
- Ensure CTE Advisory community involvement and action planning to further district work.
- Fosters relationships with practitioners to inform industry standard(s) instruction, as well as to develop a progressive and productive CTE Advisory group
- Maintain and grow a robust FBLA/FFA program, as a primary student leadership program in our school
- Work to help maintain a healthy staff and student culture
- Perform other duties and responsibilities as assigned

EDUCATION AND/OR EXPERIENCE (Minimum Qualifications):

- Valid Washington state secondary teaching certificate, vocational certification required.
- Bachelor's degree which provides evidence of a strong background in career pathway development and Business education.
- Ability to advise the FBLA/FFA student leadership organization.
- Experience in using data and assessment results to drive instruction
- Experience working with youth who have unique learning styles and needs

LICENSES/SPECIAL REQUIREMENTS:

- Valid Washington Teaching Certificate with appropriate endorsements
- CTE V460200 and V600096 certification
- Current or pending CPR/First Aid Card
- Washington State Driver's License
- Immunization Proof

Allowable Substitutions:

- Such alternatives to the above qualifications as the administration may find acceptable and appropriate.

MANDATORY CONDITIONS OF EMPLOYMENT:

- Successful clearance of the FBI and Washington State Patrol fingerprint background check.
- Successful Washington State Sexual Misconduct clearance.
- Completion of Federal I-9, Employment Verification Eligibility form.

ACKNOWLEDGMENT:

I have read and understand this Job Description and I am physically able or with reasonable accommodation, will perform these duties to the best of my knowledge and ability.

Reasonable Accommodations Needed:

EMPLOYEE SIGNATURE: _____ DATE: _____

Employee's Printed Name