SEATTLE PUBLIC SCHOOLS invites applications for the position of:

Ingraham HS - CTE Teacher (Computer Programming) 1.0

An Equal Opportunity Employer

SALARY: $51,307.20 - $118,756.80 Annually

OPENING DATE: 06/07/21

CLOSING DATE: Continuous

REQUIRED ATTACHMENTS:

OVERVIEW OF POSITION:

GENERAL SUMMARY

A classroom teacher performs, under the general direction of the building principal or program manager and with assistance from appropriate staff personnel. A classroom teacher fosters and enhances an effective learning environment; facilitates the development or revision of curriculum and instructional materials; establishes learning objectives and standards based upon general District guidelines; provides instruction, counsels, disciplines, and supervises to meet the individual needs of assigned students; and, to evaluate student performance and progress.

This person will need to have experience teaching AP and IB Computer Science Coursework.

ESSENTIAL FUNCTIONS:

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1. Fosters an educational environment conducive to the learning and maturation process of assigned students; plans an instructional program designed to meet individual student needs and whole groups which may include at risk or special needs youth; prepares lesson plans.

2. Uses necessary and appropriate instructional methods and materials, which are suited to the well-being of the students and to the nature of the learning activities, program and/or curriculum involved; implements established program or curriculum objectives; attends in-service training and continues to improve professional growth through study and experimentation to remain current in methods and techniques for instruction.
3. Establishes and implements, in a positive and supportive manner, classroom policies and procedures governing student behavior and conduct; provides guidance, counseling, and discipline to encourage students to meet standards of achievement and conduct; makes referrals for assistance where appropriate.

4. Confers with students, parents or guardians, and other staff, maintaining an open positive relationship as appropriate to provide guidance and evaluation, and to encourage student achievement.

5. Establishes classroom goals and objectives, in conformation with courses of study specified by State and School District statutes, regulations and guidelines; evaluates and records student progress; prepares reports for parents or guardians.

6. Collects and interprets a variety of data; provides reports for administrative purposes.

7. Directs the activities of assigned non-certificated personnel.

8. Attends or participates in all required staff meetings and other activities deemed necessary by the District and/or building principal, in order to accomplish the objectives of the position and for professional achievement.

OTHER FUNCTIONS

9. Serves on staff committees as required.

10. Participates in a variety of activities to enhance personal and professional skills.

11. Performs related tasks consistent with the scope and responsibility of the position.

REPORTING RELATIONSHIPS

Reports to the building principal.

WORKING CONDITIONS

Required to deal with a wide range of student achievement and behavior; required to remain flexible to meet students immediate needs; required to handle multiple tasks simultaneously and
prioritize; may experience frequent interruptions; may occasionally deal with distraught or difficult students; potentially exposed to ordinary infectious diseases carried by students; in some positions the necessary and appropriate instructional methods may require specific positions and movements, and sufficient stamina and exertions, to demonstrate techniques properly for student safety, or to conduct or direct students; in some positions precautions may need to be taken to prevent or lessen exposure of self and/or students to various materials, fumes, equipment, cutting edges or hot surfaces; may teach in a classroom without telephone communication.

TYPICAL QUALIFICATIONS:

MINIMUM QUALIFICATIONS

Education and Experience

Bachelor's degree or appropriate industry background that qualifies the teacher for a Washington State CTE credential; academic preparation for or experience in teaching a culturally, racially and economically diverse student population in an urban school system. Specific programs may require additional academic preparation or professional experience, including; working with bilingual students and assisting them in the transition to regular classrooms; implementing programs designed to prevent the dropout of "at risk" students; and, teaching multi-level, open-concept, and main streamed classes.

Required Knowledge, Skills and Abilities

Knowledge of: Subject areas appropriate to assignment; effective behavior management techniques; effective instructional techniques; rules and procedures for student safety.

Skill in: Proficiency in reading, writing, and oral communications; effective communication with parents or guardians in a diverse community; designing and implementing lesson plans for students having a wide range of achievement.

Ability to: Deal with students in a positive and confident manner; be fair and consistent when working with a culturally, racially, and economically diverse student population; adapt to change and remain flexible; organize activities; manage student behavior; use good judgement to maintain a safe learning environment; provide instruction and demonstrate techniques; use necessary equipment, computers, machinery, tools, or software; direct assistants; in some positions, administer first aid and CPR; establish and maintain effective, positive working relationships with students, parents or guardians, staff and administrators.

Licenses/Special Requirements

Valid Washington State Teaching Certificate; some positions may require valid first aid and CPR certification; some positions may require a valid Washington State driver's license and/or a Class II driver's license.
SUPPLEMENTAL INFORMATION:

The CTE Computer Science Teacher at Ingraham High School is responsible to:

1. Teach courses related to the Computer Science Graduation Pathway, including Advanced Placement Computer Science or International Baccalaureate Computer Science course consistent with scope and sequence of College Board and International Baccalaureate criteria and related courses;
2. Demonstrate instructional strategies that support rigorous and relevant learning activities using approved curriculum in the content area, safety, and workplace readiness.
3. Integrate soft-skill instruction into competency-based content area activities.
4. Advise and support students in industry relevant competitions, industry exploration activities, professional organizations and postsecondary initiatives through a state approved Leadership Organization (CTSO) or other approved leadership program of work
5. Show evidence of project-based learning and leadership integration both in and out of classroom (e.g., competitions, capstone events, etc.)
6. Collaborate with school-based staff (counselor, and CTE Career Connected Learning Coordinator, etc.) to identify and recommend work-ready students. Including working with business, industry, and community leaders to provide relevant, meaningful internships experiences for students
7. Attend all relevant professional development arranged by SPS CTE in order to provide the best educational experience possible for students.

Examples include:
- Actively participate in the Computer Science/CTE Program Advisory Committee
- Attend Instructional PD sessions
- Attend Summer PD sessions
- Engage with CTE Department New teacher supports
- Particpate in the development of articulated competencies

Seattle Public Schools, SPS, provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal.

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact: Assistant Superintendent of Human Resources, Seattle Public Schools, Mailstop 33-157, P.O. Box 34165, Seattle, WA 98124-1166, 206-252-0024, or hreeoc@seattleschools.org

For students and members of the public, the following employees have been designated to handle questions and complaints of alleged discrimination: Office of Student Civil Rights, 206-252-0306, oscr@seattleschools.org, or by mail at Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166. In that department:

- For sex discrimination concerns, including sexual harassment, contact: Title IX Coordinator, 206-252-0367, or Title.IX@seattleschools.org
- For disability discrimination concerns contact: ADA/Section 504 Grievance Coordinator, 206-252-0178, or accessibility@seattleschools.org

APPLICATIONS MAY BE FILED ONLINE AT: http://www.seattleschools.org/careers

OUR OFFICE IS LOCATED AT: 2445 3rd Ave South Seattle, WA 98124-1165 206-252-0215 seridick@seattleschools.org

INGRAMAH HS - CTE TEACHER (COMPUTER PROGRAMMING) 1.0 Supplemental Questionnaire

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* 1. Are you a current certificated FTE Seattle Public Schools Employee? (If you are a certificated substitute, please answer no)
   - Yes
   - No

* 2. Are you a current Seattle Public Schools certificated substitute?
   - Yes
   - No

* Required Question