



SCHOOL DISTRICT OF SHIOCTON

N5650 Broad St, P.O. Box 68, Shiocton, WI 54170

(920) 986-3351 • Fax (920) 986-3291

Special Education Teacher

The Shiocton School District is seeking an Elementary/Middle school Special Education Teacher. This is a full-time position encompassing five days per week working with our elementary and middle school aged students with a forecasted focus in Grades 5-8.

LICENSURE REQUIREMENTS

- Cross Categorical Special Education

REPORTS TO:

- Director of Special Education

GENERAL EXPECTATIONS

Candidates must be student-centered and fulfill the following requirements:

- Be knowledgeable of Wisconsin's Learning Standards
- Effectively utilize curriculum materials and differentiate instruction to meet the needs of all students
- Participate in data driven professional learning in order to learn new practices that will improve student learning
- Create a classroom environment resulting in high levels of learning and the personal growth of each student
- Develop positive home/school relationships with diverse family structures
- Utilize assessment data to document student progress and academic/functional skill achievement.
- Provide timely written progress reports to parents/guardians and administration within the guidelines of the district practices including the writing of CCR- IEPs meeting legal requirements and standards
- Work collaboratively with specialists, therapists, and teacher assistants by sharing knowledge, skills, and resources as a member of a supportive team
- Be able to successfully work in self-contained and inclusive teaching environments
- Knowledge and experience in the utilization of behavior management systems including conducting Functional Behavioral Assessments and designing Behavioral Intervention Plans
- Demonstrate the willingness for professional growth
- Trained or willing to be trained in NonViolent Crisis Intervention

Salary/Benefits: Salary is commensurate with background, education, and experience. Benefits include professional development opportunities, paid time off, access to on-site child care services, and complimentary membership to the Shiocton Fitness Center.

Application: Interested candidates should submit a letter of interest, resume, copy of Wisconsin teaching license, transcripts, and three recent letters of recommendations via WECAN to the attention of Mrs. Kelly Thiel, Director of Special Education. Application due date May 9, 2025.



SCHOOL DISTRICT OF SHIOCTON

N5650 Broad St, P.O. Box 68, Shiocton, WI 54170

(920) 986-3351 • Fax (920) 986-3291

Teacher Job Description

PURPOSE OF POSITION: The purpose of this position is to assist in the learning process, which may take place in the traditional classroom or, in the employment of Digital Learning Days*.

* Digital Learning Days (DLDs) are used when instruction on campus is not possible, such as in the event of inclement weather, gas leak, or power outage. As a result, the use of DLDs often happens just a few days each year. This instructional format may take place in a remote, off-campus location.

SUPERVISORY RESPONSIBILITY: Students in the classroom, hallways, playground, and other learning environments both on-site and when at off-site school-sponsored event, as well as when students are at school-sponsored events.

PRIMARY RESPONSIBILITY: These duties and responsibilities are illustrative only and may include other duties and responsibilities as assigned and appropriate.

INSTRUCTIONAL

- Understands the central concepts, tools of inquiry, and structures of disciplines being taught and can create learning experiences that make these aspects of subject matter meaningful for students.
- Understands how students with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
- Understands how students differ in their approaches to learning and the barriers that impede learning and adapts instruction to meet the diverse needs of students, including those with disabilities and exceptionalities.
- Understands and effectively uses a variety of instructional strategies, including the use of technology, to encourage student's development of critical thinking, problem solving and performance skills.
- Uses Standards-based teaching and learning to provide opportunities for all students to reach high learning expectations. Establish clear learning targets for all lessons, units, and projects.
- Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- Uses effective verbal and non-verbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Differentiates instruction and provides extended learning time to support varied learning styles and the success of all students.
- Organizes and plans systematic instruction based upon knowledge of subject matter, students, and the community and curriculum goals.
- Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- Reflects on and evaluates the effects of their choices and actions on students, parents, professionals, in the learning community and who actively seeks out opportunities to grow professionally.
- Fosters a relationship with school colleagues, parents and agencies in the larger community to support student learning and well-being and act with integrity, fairness and in an ethical manner.
- Advocates for student learning needs by seeking information, resources, and/or assistance beyond the classroom to support individual success.
- Provides timely information about learning expectations, curriculum, and student progress to students, parents and school personnel to inform and support learning.
- Collaborates within and across content areas and levels to ensure connection, consistency, and scope and sequence in curriculum and instructional practice.
- Prepares for classes assigned and prepares lesson plans
- Other duties as assigned by an administrator

PROFESSIONAL CHARACTERISTICS GROWTH

- Participates in professional growth activities
- Reflects as practitioners and learners – seek professional growth opportunities
- Updates materials, methods, skills and knowledge
- Becomes aware of related district endeavors
- Creates a favorable impact on students, parents, and other employees
- Seeks constructive criticism for positive growth
- Understands and implements the Educator Effectiveness Standards and indicators provided in Frontline
- Exhibits a commitment to being a lifelong learner for the purpose of continued improvement.
- Engages with continued learning, both within and outside the district.

INTERPERSONAL RELATIONSHIPS

- Demonstrates empathy toward students and strives for positive student relationships.
- Displays honest, fair, and consistent interaction with students
- Interacts effectively with parents
- Works well with and supports other employees
- Serves as a positive role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings

OCCUPATIONAL RESPONSIBILITIES

- Completes and submits required reports promptly, legibly, and accurately
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Complies with and enforces district policies, state, federal and school rules and regulations
- Confers with appropriate staff regarding building and individual student needs
- Maintains accurate, complete, and correct records as required by law, district policies, and administrative regulation
- Adheres to staff handbooks, board policies, and state statutes.

MINIMUM EDUCATION, EXPERIENCE, CERTIFICATIONS:

- Bachelor's Degree
- Wisconsin DPI Teaching Certification(s)
- CPR/First Aid Certification may be required (Training provided)

ESSENTIAL SKILLS, KNOWLEDGE AND ABILITIES:

- Ability to demonstrate competence in the ten teacher standards
- Ability to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- Ability to manage by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ability to manage the organization, operations, finances and resources for a safe and effective learning environment
- Ability to collaborate with families and community members responding to diverse community interest and needs, and mobilizes community resources
- Ability to act with integrity, fairness and in an ethical manner
- Ability to understand, respond to, and interact with the larger political, social, economic, legal and cultural context that affects schooling

WORKING ENVIRONMENTAL CONDITIONS

Work is performed primarily in the classroom environment but may also include virtual or remote instruction through the use of technology. The professional educator will have the opportunity to work in one or more classrooms and may have the opportunity to work with a colleague. The professional educator will have the opportunity to work with multiple students with a variety of skills and abilities, with differing behaviors and moods, as well as values and beliefs. Working in tandem with colleagues and administration, the professional educator will be able to provide a healthy and safe learning environment that supports all learners.

PHYSICAL AND SENSORY REQUIREMENTS

This position requires the educator to:

- Sit and walk throughout the day
- Lift and or carry books, computer paper or other teaching materials
- Climb stairs
- Reach, stoop, and bend to perform classroom activities
- Use general hearing, speaking and visual skills
- Have excellent verbal communication skills for instructing students
- Use cognitive reasoning to interpret report, compare, edit, organize and evaluate
- Use computer electronic devices proficiently

PROBLEM SOLVING

Examples of typical problem solving included a variety of choices. Daily situations require analysis and judgment to apply the best solutions

JUDGMENT AND DECISIONS

Examples of typical independent judgments include evaluating students according to district, state, and federal policies, procedures and appropriate regulations