Job Description

Teacher of the Deaf

Tucker Maxon School in Portland, Oregon is looking for a full time teacher of the deaf and hard of hearing to start the last week of August 2019. The position is likely to be in the preschool division where there are 3 classes with 3-5 year-olds. This is your opportunity to become part of an amazing and dedicated team. Our mission is to teach deaf AND hearing children to listen, talk, learn, and achieve excellence together. Our goal is to help every child reach their potential in school and life. Our highest values are conversation, confidence, creativity, and community. In typical classes 25 to 30% of the students are deaf or hard of hearing. This is a full time, exempt position reporting to the school Principal. Tucker Maxon is one of only 4 schools in the nation to meet or exceed the OPTION Schools Standards of Excellence in Listening and Spoken Language Education. Our independent, nonprofit school currently has 100 students and 32 dedicated staff. We also have an onsite Audiologist and Speech Language Pathologist on the team. Start date is Aug. 26, the week we have our annual offsite staff retreat then school starts after Labor Day on Sept. 2. See www.tuckermaxon.org for more information. Tucker Maxon: Where Every Child has a Voice.

Job Description:
- Teach a preschool class of 10-14 students with a full time Educational Asst.
- Create positive, well-organized and orderly learning environment where children feel welcome and comfortable.
- Demonstrate unconditional respect for children and their well-being without regard to race, religion, socioeconomic, gender and physical limitations.
- Integrate needs related to deafness into a well-balanced classroom.
- Promotes interaction and learning among peers.
- Provide an appropriate example for students with personal conduct.
- Foster positive relationships with students, parents, fellow teachers, non-teaching personnel, and administration through excellent communication.
- Actively support the nonprofit mission of the school.
- Performs other duties as assigned by the Principal and/or Executive Director.

Qualifications:
- Master's degree in Education of the Deaf and Hard of Hearing with specialization in Listening and Spoken Language (LSLS certification preferred).
- Certification by the Oregon State Department of Education or eligible.
- Oregon Teachers License or eligible.
-Minimum 2 years of equivalent experience in working with students who use hearing aids, cochlear implants and other assistive devices to access spoken language.
-An interest or background in social and emotional learning (SEL).
-Spanish-speaking preferred.

Compensation: Range of $35,000 to $38,000, depending on level of education and experience, for annual contract for 171 student days, 14 planning days and 23 holidays plus excellent benefits including health, dental, short and long term disability, retirement and life insurance. Teachers are required to be present on campus for 8 hours per day approximately 8:00 a.m. to 4:00 p.m. all school and work days with some flexibility.

Please send a cover letter and resume as Word or PDF files with your last name in the title of attachments with subject line "Preschool Teacher of the Deaf" to hr@tuckermaxon.org by 5 pm April 30, 2019.
Job Announcement: Tucker Maxon School in Portland, Oregon is looking for a fulltime teacher of the deaf and hard of hearing to start the last week of August 2019. The position is likely to be in the preschool division where there are 3-4 classes. This is your opportunity to become part of an amazing and dedicated team. Our mission is to teach deaf and hearing children to listen, talk, learn, and achieve excellence together. Our goal is to help every child reach their potential in school and life. Our highest values are conversation, confidence, creativity, and community. This is a fulltime, exempt position reporting to the school Principal. Tucker Maxon is one of only 4 schools in the nation to meet or exceed the OPTION Schools Standards of Excellence in Listening and Spoken Language Education. Our independent, nonprofit school currently has 100 students and 30 dedicated staff. Start date is approximately Aug. 26 when we have our annual offsite staff retreat. See www.tuckermaxon.org for more information. Tucker Maxon: Where Every Child has a Voice.

Job Description:
- Teach a preschool class of 10-15 students with a fulltime Educational Asst.
- Create positive, well-organized and orderly learning environment where children feel welcome and comfortable.
- Demonstrate unconditional respect for children and their well-being without regard to race, religion, socioeconomic, gender and physical limitations.
- Integrate needs related to deafness into a well-balanced classroom.
- Promotes interaction and learning among peers.
- Provide an appropriate example for students with personal conduct.
- Foster positive relationships with students, parents, fellow teachers, non-teaching personnel, and administration through excellent communication.
- Actively support the nonprofit mission of the school.
- Performs other duties as assigned by the Principal and/or Executive Director.

Qualifications:
- Master’s degree in Education of the Deaf and Hard of Hearing with specialization in Listening and Spoken Language (LSLS certification preferred).
- Certification by the Oregon State Department of Education or eligible.
- Oregon Teachers License or eligible.
- Minimum 2 years of equivalent experience in working with students who use hearing aids, cochlear implants and other assistive devices to access spoken language.
- An interest or background in social and emotional learning (SEL).

Compensation: Range of $35,000 to $38,000, depending on level of education and experience, for annual contract for 171 student days, 14 planning days and 23 holidays plus excellent benefits including health, dental, short and long term disability, retirement and life insurance. Teachers are required to be present on campus for 8 hours per day approximately 8:00 a.m. to 4:00 p.m. all school and work days with some flexibility.

Please send a cover letter and resume as Word or PDF files with your last name in the title of attachments with subject line "Elementary Teacher" by April 30, 2019 to hr@tuckermaxon.org.
Half-time Outreach Coordinator and Early Intervention Specialist
Job Description

Tucker Maxon School in Portland, Oregon is looking for a new Outreach Coordinator and Early Intervention Specialist to start in January 2019. This is your opportunity to become part of an amazing and dedicated team. Our mission is to teach deaf and hearing children to listen, talk, learn, and achieve excellence together. Our goal is to help every child reach their full potential in school and life. Our independent, nonprofit school currently has 100 students and 32 dedicated staff. Tucker Maxon is ranked one of the Top 100 Nonprofits to Work for in Oregon. The Outreach Coordinator’s time will be focused on outreach initially, and evolve into more service delivery of Early Intervention services for deaf and hard-of-hearing infants and toddlers, as they build their caseload. Through an innovative public/private partnership with Oregon’s Early Hearing Loss Diagnosis and Intervention (EHDI) program, the Outreach Coordinator will have access to their database. Tucker Maxon School is located at 2860 SE Holgate Blvd., Portland, OR 97202. Please see www.tuckermaxon.org for more information.

This is a half time position grant-funded for two years, with the possibility of funding for a third year contingent on showing results tracking down approximately 130-200 children with hearing loss throughout Oregon who have been “Lost to Intervention” (LTI) and get them into Early Intervention or Tele-Intervention. In the process we will learn more about the barriers to enrollment. Much of the Outreach Coordinator’s time initially will be spent tracking down families and attempting to make contact and impart information (the first year will be primarily outreach). In years 2 and possibly 3, the OC will mostly be providing EI services, but will also be performing outreach to the families of those approximately 30 new children LTI per year. We are looking for a candidate, preferably with Listening and Spoken Language (LSL) experience and the ability to provide Early Intervention services eventually, both in person and remotely, once s/he builds a case load. Given the size of the state, the Outreach Coordinator will need to travel approximately once per month to meet families, as well as other hearing professionals, such as personnel in Oregon’s Regional Programs for children with disabilities.

Qualifications:
MA in Education of the Deaf/Hard of Hearing
Certification in Listening and Spoken Language (LSLS Cert AVEd)
Experience in Early Intervention
Oregon State Teaching License

Roles and Responsibilities:
- Spend the first 6 mos. tracking down the first 80 families in the LTI back-log, primarily by phone.
- Travel within Oregon to meet Regional Program providers and families.
- Enroll at least half of children lost to intervention in Early Intervention services, preferably through Tucker Maxon School, either on site or via tele intervention.
- Impart information on the importance of Early Intervention in relation to hearing loss.
- Network with hearing professionals and educators, especially in rural parts of the state, to find and contract the families of children lost to intervention.
- Provide case management and adequate follow up services for families to get children lost to intervention into appropriate EI services.
- Track outcomes and identify common barriers to EI enrollment.
- Offer recommendations for changes in EI program intake practices.
- Develop resources that support families along their hearing loss journey.
• Maintain proper documentation and record keeping procedures.
• Act as a liaison between Tucker Maxon, EHDI, and community agencies.
• Reinforce parents’ role as first teacher/expert on their child, providing guidance on the issues surrounding hearing loss.
• Evaluate each student and determines present levels of performance through observation and informal assessments in all areas to include receptive language, expressive language, auditory development, cognitive/pre-academic, and communicative ability.
• Prepare an Individual Family Services Plan (IFSP) with our team that specifically targets all areas of need as determined by the present levels of performance immediately mentioned above, with appropriate record keeping documentation.
• Participate in twice annual IFSP meetings with IFSP team: Parent, Principal, Audiologist, Speech Language Pathologist, and Case Manager.
• Prepare logical, developmental lesson plans that target the areas identified above, and provide practice for both for both the child and family. Incorporate curricula that addresses the needs of both the parent and child.
• Demonstrate mastery of language development, auditory development, and the impact that hearing loss has on the child’s social, language, auditory and academic development.
• Demonstrate unconditional respect for families and children and their wellbeing without regard to race, religion, socioeconomic, gender, native language, and physical limitations in policies, actions, and interactions.
• Maintain objective, professional role with the family in light of meeting frequently in the family’s home.
• Honor child’s privacy and confidentiality in all circumstances.
• Maintain and develop database and document outcomes in the State’s EHDI Information System.
• Coordinate child’s care with State Regional Programs, Audiologists, Speech Language Pathologists, Educators, Public Health Nurses and Pediatricians throughout Oregon.
• Perform other relevant duties as assigned

Desired Characteristics:

• Tenacious and creative in tracking down and contacting families of children who have been lost to intervention in Oregon.
• Possess a valid Driver’s License, insurance and vehicle capable of travel on several trips throughout Oregon to establish relationships with families and hearing professionals in rural areas.
• Computer literate for information sharing with EHDI, including accessing and maintaining confidential information for effective outreach to these difficult-to-reach families.
• Bilingual in Spanish preferred.
• Effective planning and organizational skills.
• Strong interpersonal communications skills (verbal and written) required.
• Ability to establish rapport and work collaboratively with diverse families of children with hearing loss throughout the state.
• Flexible, punctual, and has ability to work independently.
• Keep current with trends and research in the field of hearing loss and engage in professional growth.

**Compensation:** $25/hour for 20 hours/week. Excellent benefits include paid vacation annually, generous health insurance, and employer contributions to retirement fund.

**To Apply**
To apply for this position, please submit a full cover letter and a resume as Word or PDF docs, to hr@tuckermaxon.org with the subject line Outreach Coordinator.


Please see our diversity, equity and inclusion statement at www.tuckermaxon.org. Tucker Maxon School does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, disability, national or ethnic origin, or other legally protected status. Women, people of color, people with disabilities, and LGBTQ candidates are encouraged to apply.
Role of the Language Tutor:

The Teacher of the Deaf and Hard of Hearing Language Tutor’s (Tutor) role is to target specific language objectives and provide consistent practice with a variety of materials for each child. It is not to take papers from the classroom teacher and help the child during the tutoring session.

Expectations:

1. The Tutor will analyze each student’s IFSP/IEP and sequence objectives in the order they should be developed based on typical language development. The tutor will then complete a TASL or CASSL for each student based on the information from the IFSP/IEP.

2. The Tutor will select 3-5 objectives that will first be targeted for each student.

3. The Tutor will then make up charting forms for each of the targeted objectives for each student and set up a filing system for efficient charting and planning.

4. The Tutor will make out weekly lesson plans according to the targeted objectives. S/he may work on objectives 1 and 2 on Mondays, Wednesdays and Fridays, and objectives 3, 4, and 5 on Tuesdays and Thursdays. For each objectives the Tutor will plan 2-3 practice activities per objective.

5. The Tutor will do #4 above on a weekly basis, finding more and varied activities for practice.

6. The Tutor will chart progress on these 3-5 objectives at least twice a month.

7. Once an objectives is met, it will drop out of the tutoring rotation, but will be re-charted for retention in 2 weeks and 4 weeks.

8. Once an objective drops out of the tutoring rotation, the Tutor will select the next developmentally sequenced language target from the IFSP/IEP/TASL/CASSL.

9. As other language errors come up in natural conversation during a session, the Tutor will address them and amend and/or expand the student’s sentences. If it seems to be a real problem for the student, this may be picked up in the student’s rotation at some point in the future.

10. The Tutor will be proficient in the use of the following strategies: recognizing what the student is trying to say, modeling or expanding the child’s language attempts, questioning for comprehension, using the child’s targets in her own language while in sessions with the child.

11. **For every student**, there will be systematically-developed questions from the PLAI and/or CELF that target complex language and question comprehension. These will need to be developed through practice with a variety of materials just as the other language objectives.