



Northwest School for Deaf and Hard of Hearing Children
(in the north Seattle area)

Seeks a Teacher of the Deaf

Join a unique, family-centered team! Teachers of the deaf (TOD) are sought to collaborate with half a dozen outstanding colleagues, their full time assistant teachers/interpreters, and a small administrative team. Located in Shoreline (north Seattle), our school community is a fantastic place to work for those seeking a caring, mutually supportive workplace dedicated to best practices in Deaf Education. The program serves children who are deaf or hard of hearing (D/HH), preschool through 8th grade and are enrolled in a self-contained, day school setting with almost daily mainstreaming at a nearby school. All students wear amplification, and access state of the art Roger & soundfield systems. Class sizes are small.

Responsibilities include teaching a class of 4 to 8 like-aged students for all early childhood or elementary subject areas, and supervising and training a full time educational assistant/interpreter, while integrating listening, and correct speech and English grammar into lessons. Duties include implementing & modifying established curriculum, collaborating with specialists and general education teachers, monitoring student performance via daily & weekly data collection, reporting progress via trimester report cards, and collaborating with parents. Additional duties include responsibilities such as attending area parent & general educator trainings, developing and implementing IEPs, participating in triennial re-evaluation with supervision of administration, etc.

Required Skills:

Desire to work in a positive, successful, collaborative school community that not only supports deaf children and their families, but their teachers as well. Candidates are sought who demonstrate attitudes and positive ideas as to how they can contribute to a school community that works hard to support students in becoming self confident, articulate, academically competitive learners and community members who demonstrate that hearing loss is a difference, not a disability. Required skills include but are not limited to: Bachelor's or Master's Degree in Deaf Education or equivalent; Washington State Teaching Certification or provisional equivalent; Demonstrated strategies to develop speech, auditory, and English abilities in young deaf learners; Ability to simultaneously speak and sign grammatically-correct English and willingness to enroll in weekly SEE classes offered at Seattle Children's Hospital; Excellent instructional skills in early childhood or elementary curricula; Ability to modify general education materials and curricula to meet the language & learning needs of students who are D/HH; Excellent classroom management and social skill development strategies.

Preferred Skills:

Signing Exact English (S.E.E.) communication skills or the willingness to attend weekly area S.E.E. classes; Familiarity with current personal amplification, cochlear implants and Roger and soundfield systems; A working knowledge of the Common Core; Familiarity

with SmartBoards and Familiarity with instructional strategies commonly used in special education; Spanish proficiency.

Additional Information:

Research demonstrating that NWSDHH students achieve high English language and reading competencies as well as higher than average post school education, employment and independent living outcomes can be found in the articles below:

Nielsen, D. C.; Stryker, D.; Luetke, B. and McLean, M. (accepted). Reading comprehension when deaf students are surrounded by the morphemic salience of sign-supported English. To the American Annals of the Deaf. To be published in the summer, 2016. Copy available upon request.

Appelman, K.; Callahan, J.; Mayer, M.; Luetke, B.; & Stryker, D. (accepted for Spring, 2012). A Comparison of Post-Secondary Measures of Success When Students are Deaf or Hard of Hearing
American Annals of the Deaf. Volume 157, Number 3, Summer 2012

Luetke, B. Nielsen, D.C. & Stryker, D. (2010). Addressing the need to develop morphemic awareness enroute to reading English proficiently when students are deaf or hard of hearing; documenting; the unrealized, empirically-substantiated use of Signing Exact English. Journal of Deaf Studies and Deaf Education.

For more information, please submit a resume and cover letter to Head of School Lynessa Cronn at l.cronn@northwestschool.com or call 206/364-4605.