



# MONTANA SCHOOL *for the Deaf & the Blind*

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[www.msdbmustangs.org](http://www.msdbmustangs.org)

**DEPARTMENT:** Education Department  
**JOB TITLE:** **Teacher of the Deaf/Hard of Hearing**  
**SUPERVISOR:** Principal  
**STARTING SALARY:** \$40,392 - \$75,485  
**START DATE:** August 2024  
**LOCATION OF JOB:** Montana School for the Deaf and the Blind, Great Falls MT  
**STATUS:** Full-Time  
**POSITION NUMBER:** 51300315  
**BARGAINING UNIT:** MFPE  
**TENURED POSITION:** Yes  
**CLOSING DATE:** Application and Supplemental Material Should be submitted by March 11, 2024

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**JOB OVERVIEW:** This position will work with a team in our DHH Department. The provider is a special education teacher specifically trained to teach students who are deaf and hard of hearing and address their unique language and learning needs. Provider is an expert in teaching various skills such as self-advocacy, expressive and receptive language, hearing assistive technology, vocabulary, listening, and transition skills. The provider will also be required to teach State of Montana Content Standards. In addition, they design and implement instructional plans individualized to each student's needs.

**Work for the state you Love to Live in.** Your paycheck is just part of a total compensation package. Eligible employees have access to competitive, innovative benefits packages at an affordable cost. All beginning on your first day of employment. Although we are a school, we are a state agency of Montana and all our employees receive state benefits.

**It is hard for others to compete with our benefit package!!!**

Highlights of our innovative benefit package include:

- **Possible Housing in Cottages for first year of employment (For teacher only)**
- Access to No Cost health centers
- Low-cost Medical, Dental and Vision insurance
- Employee Health Incentive Program
- Retirement plan contributions to TRS by school
- 3 Personal days each year
- Sick days each year per MCA 2-18-618
- 1 Floating Holiday per calendar year
- Public Service Student Loan Forgiveness program\*
- Student Loan Repayment program\*
- Flexible Spending Accounts
- Employee Assistance Program
- Wellness Programs
- One free meal per shift

\* Subject to eligibility rules

**Breakdown of Essential Responsibilities:**

- A. Provide Direct Instruction (60%)
- B. Instructional Plans, Conducting Assessments, and Documenting (20%)
- C. Family and Caregiver Communication (15%)
- D. Other Duties as Assigned (5%)

**Candidates should have the following:**Knowledge of Special Education

- Understand how exceptionalities may interact with development and learning and use this knowledge to provide culturally responsive, meaningful, and challenging learning experiences for individuals with exceptionalities.
- Demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning.
- Demonstrate knowledge of standards used in Montana schools and the ability to use general and specialized curricula to implement individualized learning opportunities that align with the needs of students with exceptionalities.
- Use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions.
- Select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning.
- Use foundational knowledge of the field along with professional ethics and standards.
- Collaborate, communicate, and advocate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families, including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications.
- Demonstrate an understanding of the philosophical, historical, and legal foundations of special education.
- Demonstrate proficiency in special education procedural competencies including knowledge of state and federal regulations, rules, and processes and knowledge of the state data collection system and state forms.
- Demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification.

Knowledge of Deaf/Hard of Hearing Pedagogy

- Understand the foundations of special education services for infants, children, and youth who are deaf or hard of hearing, deaf-blind, and those with additional disabilities coexisting with hearing loss on which to base practice.
- Understand the impact of various hearing levels on language development.
- Understand research-based instructional methods applicable for deaf and hard of hearing students in a bilingual environment and apply them to create an inclusive, language-rich, supportive, learning environment.
- Understand how to use individualized education program plans to design, implement, monitor, and adjust instruction for children and youth with hearing loss.
- Understand the texts, materials, supplies, and equipment necessary in carrying out educational or recreational programs for the deaf and hard of hearing students
- Understand and use communication systems used by infants, children, and youth who are deaf, hard of hearing, deaf-blind, and those with additional disabilities coexisting with hearing loss to facilitate learning.
- Knowledge of hearing devices (hearing aids, cochlear implants, FM systems, etc) and how they can support learning in the classroom.
- Ability to adapt language development strategies to accommodate variations in communication abilities.

### Knowledge of Family and Community Partnerships

- Know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, and community resources.
- Collaborate with families as equal partners in creating respectful, reciprocal relationships.
- Promote and encourage family engagement in all aspects of children's development and learning including assisting families to find curriculum and resources concerning parenting, mental health, health care, and financial assistance.
- Demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage and value families' participation in curriculum and program development as well as assessment of children's learning.

### Knowledge of Observation, Documentation, and Assessment

- Understand the importance of different types of developmentally appropriate assessments, including, but not limited to, observation, portfolio assessment, and work samples for children to demonstrate their skills and abilities.
- Understand the goals of assessment to summarize, analyze, and use assessment information gathered.
- Understand assessments with established reliability and validity that consider children's development, ability, culture, and language.

### Knowledge of Teaching and Engagement

- Utilize the environment, schedule, and routine as learning opportunities.
- Create a caring community of learners.
- Utilize a broad repertoire of appropriate teaching skills and strategies supportive of learners.
- Provide curriculum and learning experiences that reflect the principles of universal design for learning, the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana.

### Knowledge of Curriculum

- Design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana Content Standards (K-12), and Indian Education for All.
- Integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness.
- Understand and base curriculum planning on the significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements.

### Professionalism

- Identify and involve oneself with the distinctive history, values, knowledge base, and mission of the education field to become an informed advocate for all children and their families.
- Uphold and use state and national codes of ethical conduct for the education of children and other applicable regulations and guidelines.
- Collaborate with multiple stakeholders.
- Use formal and informal assessments, professional teaching knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with children and their families.
- Engage in continuous, collaborative learning to inform practice.
- Develop and sustain the habit of reflective and intentional practice in their daily work with children.

### **Minimum qualifications (Education and Experience):**

Must possess or have the ability to possess the following from The Montana Office of Public Instruction by the first instructional day of the academic calendar:

### Eligible Licenses

Class 1 Professional Teaching License, or  
Class 2 Standard Teaching License

### Eligible Endorsements

32A HI, 32A SPE, 32E SPE, or 32S SPE

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**ACCOMMODATIONS:** The State of Montana and the Montana School for the Deaf and the Blind makes reasonable accommodations for any known disability that may interfere with an applicant's ability to compete in the recruitment and selection process. For the school to consider any such accommodations, the applicant must notify the school in writing of any needed accommodation by the application deadline.

**IMMIGRATION REFORM AND CONTROL ACT:** In accordance with the Immigration Reform and Control Act, the person selected must produce within three (3) days of hire, documentation that he/she is authorized to work in the United States. Examples of such documentation include a birth certificate or social security card along with a driver's license or other picture I.D., a United States passport or a green card.

**PHYSICAL AND ENVIRONMENTAL DEMANDS:** The work performed in a typical setting at MSDB involves mostly sedentary to light physical activity, typically requiring occasional exertion of up to 20 lbs. of force and walking or standing to a significant degree. The employee may need to climb stairs, bend, stoop, reach, and handle objects. The employee may occasionally lift and/or move up to 50 lbs. The person in this position works in multiple buildings across campus and must be able to travel independently between buildings.

**ADDITIONAL REQUIREMENTS:** All successful candidates must submit to a background check, which includes a criminal record review, and must not possess any felony or DUI convictions. Additionally, an "Applicant Release Form" must be completed and signed as part of the application.

**SIGN LANGUAGE REQUIREMENTS:** The successful candidate must have the ability to learn basic sign language skills to communicate with deaf staff and students. The teaching candidate will be expected to take the ASLPI (American Sign Language Proficiency Interview (ASLPI) – paid by the school -- yearly until the level found in board policy for this position is met. MSDB philosophy is one that focuses on continually improving each year.

**APPLICATION AND SELECTION PROCESS:** Selection procedures to be used in evaluating applicant's qualifications include an evaluation of the Montana State Application form, structured interview, and reference checks. Incomplete or unsigned application forms may not be considered.

**INQUIRIES:** Montana School for the Deaf and the Blind  
ATTN: Paul Furthmyre  
3911 Central Ave  
Great Falls, MT 59405  
406-771-6000

**APPLICATION:** <https://statecareers.mt.gov>

### **An Affirmative Action/Equal Opportunity Employer**

The Montana School for the Deaf and the Blind is an Affirmative Action/Equal Opportunity Employer (EOE). MSDB will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, pregnancy, childbirth or medical conditions related to pregnancy or childbirth, disability, age, political or

religious affiliation or ideas, culture, creed, ancestry, social origin or condition, genetic information, sexual orientation, gender identity or expression, military service or veteran status, marital status. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Employees and participants who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for persons with disabilities, should contact the Affirmative Action Officer, Montana School for the Deaf and the Blind, 3911 Central Avenue, Great Falls, Montana 59405. Phone (406) 771-6000