Job Description
Bettondorff Community School District

Job Title: SECONDARY SCHOOL TEACHER

Reports to: Building Principal

Supervises: N/A

FLSA Status: _X_ Exempt ___ Non-Exempt

Terms of Employment: Per Negotiated Contract

Salary: Per Negotiated Contract

Qualifications:

A. Bachelor’s Degree
B. Iowa Teaching License
C. Appropriate Endorsement for Teaching Assignment(s)
D. Such alternative to the above qualifications as the Board may find appropriate and acceptable.

Date Revised: 2013

Job Tasks:

1. Instruct students individually and in groups using various thought-provoking teaching methods that engage all learners
2. Adapt teaching methods and instructional materials to meet student learner differences
3. Establish clear objectives for all lessons, units and projects and communicate those objectives to students
4. Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible
5. Meet with parents and guardians to discuss their student’s progress and to determine priorities for their student and their resource needs
6. Encourage students to explore learning opportunities and to persevere with challenging tasks
7. Prepare materials and classrooms for class activities
8. Plan and conduct activities for a student-centered rigorous program of instruction, demonstration and work time that provides students with opportunities to observe, question and investigate.
9. Prepare, administer and assess student learning and use data to inform instructional practices
10. Observe and evaluate students’ performance, behavior, social development and physical health
11. Maintain accurate and complete student records as required by laws, district policies and administrative regulations
12. Perform all other related educational service duties as required or directed

Tools and Technology:

Computers, calculators, computer data input scanners, television monitors, photocopying equipment, instructional software, programming software, video editing software, email software, graphics software, office software, spreadsheet software, and presentation software

Knowledge:

1. Education and training – knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups and the measurement of training effects
2. English language – knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition and grammar
3. Psychology -- knowledge of human behavior and performance; individual differences in ability, personality and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders
4. Computers and electronics – knowledge of electronic equipment and computer hardware and software, including applications and programming
5. Mathematics – knowledge of arithmetic, algebra, geometry, calculus, statistics and their applications
6. Clerical – Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, designing forms and other office procedures and terminology
7. Sociology and anthropology – knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins
8. Customer and personal service – knowledge of principles and processes for providing customer and personal services. This includes eliciting feedback from students and families, meeting quality standards for services and evaluation of customer satisfaction
9. Administration and management – knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods and coordination of people and resources
10. Public safety and security – knowledge of relevant equipment, policies, procedures and strategies to promote effective local, state or national security operations for the protection of people, data, property and institution

Skills:
1. Instructing – teaching others how to do something
2. Speaking – talking to others to convey information effectively
3. Learning strategies – selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things
4. Active listening – Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
5. Coordination – adjusting actions in relation to others’ actions
6. Critical thinking – using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems
7. Judgment and decision-making – considering the relative costs and benefits of potential actions to choose the most appropriate one
8. Reading comprehension – understanding written sentences and paragraphs in work related documents Active learning – Understanding the implications of new information for both current and future problem-solving and decision-making
9. Social perceptiveness – being aware of others’ reactions and understanding why they react as they do
10. Monitoring – monitoring/assessing performance of yourself, other individuals or organizations to make improvements or take corrective action
11. Time management – managing one’s own time and the time of others

Abilities:
1. Oral expression – the ability to communicate information and ideas in speaking so others will understand
2. Oral comprehension – the ability to listen to and understand information and ideas presented through spoken words and sentences
3. Speech clarity – the ability to speak clearly so others can understand you
4. Problem sensitivity – the ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem
5. Written comprehension – the ability to read and understand information and ideas presented in writing
6. Deductive reasoning – the ability to apply general rules to specific problems to produce answers that make sense
7. Fluency of ideas – the ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness or creativity)
8. Written expression – the ability to communicate information and ideas in writing so others will understand
9. Inductive reasoning – the ability to combine pieces of information to form general rules or conclusions (including finding a relationship among seemingly unrelated events)
10. Information ordering – the ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g. patterns of numbers, letters, words, pictures, mathematical operations)

Work Activities:
1. Training and teaching others – identifying the educational needs of others, developing formal educational or training programs or classes and teaching or instructing others
2. Organizing, planning and prioritizing work – developing specific goals and plans to prioritize, organize, and accomplish your work
3. Thinking creatively – developing, designing or creating new applications, ideas, relationships, systems, or products, including artistic contributions
4. Coaching or developing others – identifying the developmental needs of others and coaching, mentoring or otherwise helping others to improve their knowledge or skills
5. Documenting/recording information – entering, transcribing, recording, storing or maintaining information in written or electronic/magnetic form
6. Making decisions and solving problems – analyzing information and evaluating results to choose the best solution and solve problems
7. Communicating with supervisors, peers or subordinates – providing information to supervisors, peers or subordinates by telephone, email, in written form or in person
8. Developing objectives and strategies – establishing long-range objectives and specifying the strategies and actions to achieve them
9. Researching information – observing, receiving and otherwise obtaining information from all relevant sources, including eliciting feedback from students and families for the purpose of providing quality student service
10. Updating and using relevant knowledge – keeping up-to-date technically and applying new knowledge to your job
11. Identifying objects, actions and events – identifying information by categorizing, estimating, recognizing differences or similarities and detecting changes in circumstances or events
12. Establishing and maintaining interpersonal relationships – developing constructive and cooperative working relationships with others and maintaining them over time

Work Styles:
1. Cooperation – job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude
2. Self-control – job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations
3. Concern for others – job requires being sensitive to others’ needs and feelings and being understanding and helpful on the job
4. Dependability – job requires being reliable, responsible and dependable and fulfilling obligations
5. Stress tolerance – job requires accepting criticism and dealing calmly and effectively with high stress situations
6. Adaptability/flexibility – job requires being open to change (positive or negative) and to considerable variety in the workplace
7. Integrity – job requires being honest and ethical
8. Leadership – job requires a willingness to lead, take charge and offer opinions and direction
9. Achievement/effort – job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks
10. Initiative – job requires a willingness to take on responsibilities and challenges
11. Teamwork – job requires working with others in professional manner to achieve a common goal
12. Persistence – job requires persistence in the face of adversity
13. Passion – job requires drive and enthusiasm through words and action

Work Values:
1. Relationships – employee will value providing service to others and working with co-workers in a friendly non-competitive environment.
2. Achievement – employee will value being results-oriented and using their strongest abilities to gain a sense of accomplishment
3. Awareness and Appreciation – employee will value diversity and promote mutual respect

Evaluation:
Performance of this job will be evaluated using the Iowa Teaching Standards:

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals
   A. The teacher provides multiple forms of evidence of student learning and growth to students, families and staff.
B. The teacher implements strategies supporting student, building and district goals.
C. The teacher uses student performance data as a guide for decision-making.
D. The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
E. The teacher creates an environment of mutual respect, rapport and fairness
F. The teacher participates in and contributes to a school culture that focuses on improved student learning.
G. The teacher communicates with students, families, colleagues and communities effectively and accurately.

**Standard 2:** Demonstrates competence in content knowledge appropriate to the teaching position
A. The teacher understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
B. The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
C. The teacher relates ideas and information within and across content areas.
D. The teacher understands and uses instructional strategies that are appropriate to the content area.

**Standard 3:** Demonstrates competence in planning and preparing for instruction
A. The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.
B. The teacher sets and communicates high expectations for social, behavioral and academic success of all students.
C. The teacher uses student’s developmental needs, background, and interests in planning for instruction.
D. The teacher selects strategies to engage all students in learning.
E. The teacher uses available resources, including technologies, in the development and sequencing of instruction.

**Standard 4:** Uses strategies to deliver instruction that meets the multiple learning needs of students
A. The teacher aligns classroom instruction with local standards and district curriculum.
B. The teacher uses research-based instructional strategies that address the full range of cognitive levels.
C. The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
D. The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
E. The teacher connects students’ prior knowledge, life experiences, and interests in the instructional process.
F. The teacher uses available resources, including technologies, in the delivery of instruction.

**Standard 5:** Uses a variety of methods to monitor student learning
A. The teacher aligns classroom assessment with instruction.
B. The teacher communicates assessment criteria and standards to all students and parents.
C. The teacher understands and uses the results of multiple assessments to guide planning and instruction.
D. The teacher guides students in goal setting and assessing their own learning.
E. The teacher provides substantive, timely, and constructive feedback to students and parents.
F. The teacher works with other staff and building and district leadership in analysis of student progress.

**Standard 6:** Demonstrates competence in classroom management
A. The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
B. The teacher establishes, communicates, models, and maintains standards of responsible student behavior.
C. The teacher develops and implements classroom procedures and routines that support high expectations for student learning.
D. The teacher uses instructional time effectively to maximize student achievement.
E. The teacher creates a safe and purposeful learning environment.

**Standard 7:** Engages in professional growth
A. The teacher habits and skills of continuous inquiry and learning.
B. The teacher works collaboratively to improve professional practice and student learning.
C. The teacher applies research, knowledge, and skills from professional development.
D. The teacher establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/building student achievement goals.

Standard 8: Fulfills professional responsibilities established by the school district
A. The teacher adheres to board policies, district procedures and contractual obligations.
B. The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.
C. The teacher contributes to efforts to achieve district and building goals.
D. The teacher demonstrates an understanding of and respect for all learners and staff.
E. The teacher collaborates with students, families, colleagues and communities to enhance student learning.

Disclaimer

The statements herein are intended to describe the general nature and level of work being performed by the employee in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of a person in this position.

A signed copy of this job description should be placed in the employee’s personnel file.

Signature of Supervisor: _______________________________ Date: _______________________
Signature of Employee: _______________________________ Date: _______________________