

TITLE: Secondary Teacher

FLSA Status: Exempt

REPORTS TO: Building Administrator

BASIC FUNCTION: The secondary teacher is responsible for delivering high-quality instruction to students in grades 6-12 in their specific subject area. This role involves designing engaging lesson plans, assessing student learning, and fostering a positive classroom environment that encourages academic growth, critical thinking, and social development.

TERMS OF EMPLOYMENT: Contract

ESSENTIAL FUNCTIONS:

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

HIRING SPECIFICATIONS:

Required:

- 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.

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.

PHYSICAL DEMANDS:

| Postures/Positions | Never | Occasional (1-33%) | Frequent (24-66%) | Constant (67-100%) |
|---------------------------|--------------|---------------------------|--------------------------|---------------------------|
| Sitting | | | X | |
| Standing | | | | X |
| Walking | | | X | |
| Bending/Stooping | | | | X |
| Squatting/Crouching | | | X | |
| Kneeling | | | X | |
| Crawling | | X | | |
| Climbing Stairs | | X | | |
| Reaching Forward | | | | X |
| Reaching Above Shoulders | | | X | |
| Grasping (holding) | | | | X |
| Gripping (forceful) | | | X | |
| Pinching | | X | | |

| Lift Floor to Knees | Never | Occasional (1-33%) | Frequent (24-66%) | Constant (67-100%) |
|----------------------------|--------------|---------------------------|--------------------------|---------------------------|
| 1-10 pounds | | | X | |
| 11-20 pounds | | | X | |
| 21-50 pounds | | X | | |
| 51-100 pounds | X | | | |
| > 100 pounds | X | | | |

| Lift Knees to Waist | Never | Occasional (1-33%) | Frequent (24-66%) | Constant (67-100%) |
|----------------------------|--------------|---------------------------|--------------------------|---------------------------|
| 1-10 pounds | | X | | |
| 11-20 pounds | | X | | |
| 21-50 pounds | | X | | |
| 51-100 pounds | X | | | |

| | | | | |
|--------------|---|--|--|--|
| > 100 pounds | X | | | |
|--------------|---|--|--|--|

| Lift Waist to Shoulder | Never | Occasional (1-33%) | Frequent (24-66%) | Constant (67-100%) |
|-------------------------------|--------------|---------------------------|--------------------------|---------------------------|
| 1-10 pounds | | X | | |
| 11-20 pounds | | X | | |
| 21-50 pounds | | X | | |
| 51-100 pounds | X | | | |
| > 100 pounds | X | | | |

| Lift Above Shoulder | Never | Occasional (1-33%) | Frequent (24-66%) | Constant (67-100%) |
|----------------------------|--------------|---------------------------|--------------------------|---------------------------|
| 1-10 pounds | | | X | |
| 11-20 pounds | | | X | |
| 21-50 pounds | | X | | |
| 51-100 pounds | X | | | |
| > 100 pounds | X | | | |

| Pushing/Pulling (lbs force) | Never | Occasional (1-33%) | Frequent (24-66%) | Constant (67-100%) |
|------------------------------------|--------------|---------------------------|--------------------------|---------------------------|
| 1-10 pounds | | X | | |
| 11-20 pounds | | X | | |
| 21-50 pounds | | X | | |
| 51-100 pounds | X | | | |
| > 100 pounds | X | | | |

| Working Environment | Never | Occasional (1-33%) | Frequent (24-66%) | Constant (67-100%) |
|----------------------------|--------------|---------------------------|--------------------------|---------------------------|
| Indoors | | | | X |
| Outdoors | | | X | |
| Extreme Heat | | X | | |

| | | | | |
|--------------|--|---|--|---|
| Extreme Cold | | X | | |
| Dust | | X | | |
| Fumes | | X | | |
| Vapors | | X | | |
| Noise | | | | X |

Legend for Frequency:

- **Constant:** 6-8 hours per day
- **Frequent:** 4-6 hours per day
- **Occasional:** 2-4 hours per day
- **Rare:** Less than 2 hours per day

The Bettendorf Community School District does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, sexual orientation, gender identity, disability, marital status or socioeconomic status. The district is an affirmative action/equal employment opportunity employer.

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.