

Job Description

Position Title:	Teacher: Health Sciences
Department:	Teaching & Learning
Reports To:	CTE Coordinator
Location:	Iowa Western Community College Campus
Compensation:	Commensurate with Degree and Experience
Calendar:	190 Days
Position Type:	Certified Salary

SUMMARY

The Health Sciences Teacher will facilitate hands-on learning experiences for students interested in exploring careers in the healthcare field. Courses taught by the Health Sciences Teacher include career-connected learning opportunities such as student learner programs in partnership with community healthcare providers. Upon completion of introductory coursework, students may continue into advanced health-related courses such as Certified Nurse Assistant (CNA) and the Project Lead the Way (PLTW) Biomedical Sciences pathway. In addition to teaching Health Science courses, the candidate will serve as the advisor for the Career and Technical Student Organization (CTSO), Health Occupations Students of America (HOSA). The advisor will support and guide students in preparing for and participating in local, district, state, and potentially national competitions. A stipend will be provided for this CTSO advisory role.

The Health Sciences Teacher is responsible for fulfilling the mission of the Council Bluffs Community School District (CBCSD) by developing lesson plans and delivering both group and individualized instruction within established curriculum guidelines. Instruction should promote students' intellectual, social, and professional development while supporting student achievement and readiness for postsecondary education and careers in the health sciences.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties must be performed on site. Other duties may be assigned.

- Demonstrates ability to enhance academic performance, support for, and implementation of CBCSD student achievement goals.
 - Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
 - Provides evidence of student learning to students, families, and staff.
 - Implements strategies supporting students, department, and school goals.
 - Uses student performance data as a guide for decision-making.
 - Creates an environment of mutual respect, rapport, and fairness.
 - Communicates with students, families, colleagues, and communities effectively and accurately.
- Uses strategies to deliver instruction that meets the multiple learning needs of students.
 - Aligns classroom instruction with State standards and CBCSD-approved resources & curriculum.
 - Uses research-based instructional strategies that address the full range of cognitive levels.
 - Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
 - Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
 - Connects students' prior knowledge, life experiences, and interests into the instructional process.
 - Uses available resources, including technologies, in the delivery of instruction.
- Uses a variety of methods to monitor student learning.
 - Aligns classroom assessment with instruction.
 - Communicates assessment criteria and standards to all students and parents/guardians.
 - Understands and uses the results of multiple assessments to guide planning and instruction.
 - Guides students in goal setting and assessing their own learning.
 - Provides substantive, timely, and constructive feedback to students and parents/guardians.
 - Works with other staff, departments, and leadership in the analysis of student progress.
- Demonstrates competence in classroom management.
 - Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

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- Develops and implements classroom procedures and routines that support high expectations for learning.
- Uses instructional time effectively to maximize student achievement.
- Creates a safe and purposeful learning environment.
- Demonstrates competence in content knowledge appropriate to the teaching position.
 - Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
 - Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
 - Relates ideas and information within and across content areas.
 - Understand and use instructional strategies that are appropriate to the content area.
- Demonstrates competence in planning and preparing for instruction.
 - Uses student achievement data, State standards, and CBCSD curriculum in planning for instruction.
 - Sets and communicates high expectations for social, behavioral, and academic success of all students.
 - Uses student developmental needs, background, and interests in planning for instruction.
 - Selects strategies to engage all students in learning.
 - Uses available resources, including technologies, in the development and sequencing of Instruction.
- Engages in professional growth.
 - Demonstrates habits and skills of continuous inquiry and learning.
 - Works collaboratively to improve professional practice and student learning.
 - Applies research, knowledge, and skills from professional development opportunities to improve practice.
 - Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards.
- Fulfills professional responsibilities established by the school.
 - Adheres to board policies, school procedures, and contractual obligations.
 - Demonstrates professional and ethical conduct as defined by the state law and District policy
 - Contributes to efforts to achieve school-wide and department-specific goals.
 - Demonstrates an understanding of and respect for all learners and staff.
 - Collaborates with students, families, colleagues, and communities to enhance student learning.
- Reports to work as scheduled on a regular and reliable basis.

QUALIFICATION REQUIREMENTS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Upon acceptance of the position, the candidate would need to complete or have prior completion of Project Lead the Way (PLTW) Biomedical Sciences training.

CERTIFICATES, LICENSES, REGISTRATION

- Required: Valid Iowa teaching certificate or Career and Technical Authorization with 5-12 Health Occupations or 5-12 Health Sciences endorsement

EDUCATION and/or EXPERIENCE

- Required: Bachelor's degree in Healthcare with healthcare experience or Registered Nurse License with experience.
- Required: Cardiopulmonary Resuscitation (C.P.R) Instructor Certification

SUPERVISORY RESPONSIBILITIES

- This position does not supervise other employees.

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LANGUAGE SKILLS

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public. Strong positive human relations and communication skills in working with students, parents, and associated professionals.

MATHEMATICAL SKILLS

Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY

The ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a wide variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES

Ability to apply knowledge of current research and theory to an instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents, and community; ability to speak clearly and concisely in written or oral communication. Demonstrated knowledge of curriculum techniques and accommodations to enhance student achievement. Interest and willingness to seek out new learning opportunities. Ability to give oral and written presentations to fellow staff members. Training and experience with intervention strategies for crisis management and problem-solving. Knowledge and experience using technology in the classroom. Ability to assist others in integrating special education modifications in their classrooms.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear. While performing the duties of this job, the employee may occasionally push or lift 50 lbs. or more. Occasionally, the employee will bend or twist at the neck more than the average person, may need to lift arms, and occasionally stoop, kneel, crouch, and reach 0 - 24 inches and up to 36 inches above the head. The employee is directly responsible for the safety, well-being, and work output of other people. Specific vision abilities required by this job include close vision, such as to read handwritten or typed material, and the ability to adjust focus. Hearing ability to monitor activity and presence of students and respond to communication with students and adults is required. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee will normally work indoors but may be required to be outdoors in unpredictable temperatures to attend programs, field trips, or go from building to building. The noise level in the work environment is usually low to moderate but may become loud on occasion. The employee is frequently required to interact with the public and other staff. The employee may be exposed to physical contact from aggressive students. The employee is directly responsible for the safety, well-being, and work output of students.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.