School District Position Description

Position Title: STEM LAB and TAP Mentor Teacher, Middle School
Department: Middle School Instruction
Reports To: Principal

SUMMARY: Instructs students and facilitates their learning in accordance with corporation policies and state guidelines. Guides students in educational activities designed to promote intellectual, social, and physical growth. Teaches the essential skills that will contribute to students’ development as educated and responsible adults.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Delivers STEM-oriented instruction (Science, Technology, Engineering, and Mathematics) through Project-Based Learning methods.
Teaches corporation-approved curriculum while creating a classroom and total school environment that is conducive to learning and is appropriate to the maturity and interests of the students.
Assists the administration in implementing all policies and rules governing student life and conduct and develops and informs students of reasonable rules concerning classroom procedures and behavior and maintains a safe and orderly classroom environment.
Meets and instructs assigned classes in the locations and at the times designated.
Employs a variety of instructional techniques, instructional media, and performance assessments, which guide the learning process toward academic achievement and curriculum goals.
Establishes clear objectives for all lessons, curricular units, and projects and communicates these objectives to the students.
Assesses the accomplishments of students in a variety of ways on a regular basis and provides progress reports as required.
Maintains accurate, complete, and correct records as required by law, corporation policy, and administrative regulations.
Administers and analyzes standardized testing data and adjusts instructional strategies, as needed, to maximize probability of student success.
Recognizes the special needs of students with learning disabilities, seeks the assistance of corporation specialists, as needed and/or required, and makes appropriate individualized physical and instructional accommodations within the classroom.
May serve on building-level and corporation-wide committees, e.g., curriculum resource adoption, curriculum writing, test analysis.
Builds effective relationships with parents and students through regular communication and is available to students and parents for education-related purposes, e.g., open house, conferences, extra-curricular activities.
Participates in professional growth and development and stays abreast of current research through continuing education, educational seminars, workshops, conferences, membership in professional organizations of the subject taught, and attendance at corporation-sponsored in-services.
Teaches students to work collaboratively to solve problems and to think logically and creatively.
Completes other duties as assigned.
Maintains a strong, regular personal attendance record.

SUPERVISORY RESPONSIBILITIES:
Mentoring/coaching for other staff, completing TAP observations/evaluations, supervises students, student aides, and parent volunteers.

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.

EDUCATION AND/OR EXPERIENCE:
Bachelor’s degree.

CERTIFICATES, LICENSES, REGISTRATIONS:
Valid Indiana teaching certificate in appropriate grade level and area of study required. TAP certification and training will be required. Successful completion of Equity PD Academy will be required for staff.

LANGUAGE SKILLS:
Ability to read, analyze, and interpret professional journals, technical procedures, textbooks, and government regulations. Ability to write reports and general correspondence. Ability, both orally and in writing, to present information effectively and respond appropriately to questions and concerns from individuals and groups of educators, administrators, parents, students, and the general public. Ability always to communicate using correct grammar.

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

TECHNOLOGY SKILLS:
Ability to integrate multiple facets of technology to enhance learning and instruction, particularly in a one-to-one device classroom environment.

REASONING ABILITY:
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to define problems, collect and analyze data, establish facts, and draw valid conclusions. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form and to understand abstract and concrete variables. Ability to use available information and develop realistic long-term and short-term plans for curricular goals.

OTHER SKILLS AND ABILITIES:
Ability to apply knowledge of current research and theory to the instructional program. Ability to establish and maintain effective relationships with students, staff, and parents through oral and written communication. Ability to perform duties with awareness of all corporation, state, and federal requirements. Ability to plan and implement lessons based on corporation and school objectives and student needs and abilities.

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 regularly required to speak, stand, talk, walk, see, hear, (corrected or uncorrected), and sometimes, to sit. The employee is occasionally required to climb, stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to read small print. The employee must frequently bend, reach above the head, as well as forward, and use fine motor skills.

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 noise level will vary depending on the daily activity. It, at times, is very quiet in the classroom but often, as in the cafeteria and/or school assemblies, is moderate to very loud. The employee must often meet deadlines and must report to class and/or duty assignments on time. The work environment includes inside and outside areas. The work environment includes exposure to sunlight; risk of being bitten by animals or insects; exposure to environmental allergens (grass, weeds, pollen, and trees) and occasional exposure to solvents, degreasers, pesticides, and/or herbicides. The employee may be exposed to CRT’s.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) 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.

Approved by board agenda