

JOB TITLE: Classroom Teacher (General Education/Special Education)

QUALIFICATIONS: United States citizen or authorized alien; those requirements as outlined in Louisiana Bulletin 746. (Louisiana Standards of State Certification of School Personnel)
Physical and mental stamina and ability to perform job functions, tasks, and duties.

REPORTS TO: School Principal and/or Assistant Principal

SUPERVISES: Assigned students

JOB DUTIES AND RESPONSIBILITIES:

Domains and Components will be used for teacher evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Natchitoches Parish School System's accountability measures as outlined in the Louisiana Accountability System.

OVERVIEW OF THE POSITION: Plan and implement a program, creating an environment where students can learn and develop optimally.

Domain 1: Designing & Planning Instruction

Instructional plans include:

1. goals, aligned to activities, materials and assessments that are aligned to STATE STANDARDS; sequenced from basic to complex; build on prior student knowledge; provide appropriate time for student work, and lesson and unit closure.
2. evidence that plan is appropriate for the age, knowledge, and interests of learners.
3. evidence that the plan provides opportunities to accommodate individual student needs.

Assignments require students to:

- interpret information rather than reproduce it.
- draw conclusions and support them through writing.
- connect what they are learning to prior learning and some life experiences.
- interact collaboratively.

Assessment Plans:

- are aligned with STATE STANDARDS.
- have success criteria.
- measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice test).
- require written tasks.
- include performance checks throughout the school year.

Domain 2: The Learning Environment

1. Teacher sets high and demanding academic expectations for every student.
2. Teacher encourages students to learn from mistakes.
3. Teacher creates learning opportunities where students can experience success.
4. Students complete their work according to teacher expectations.
5. Students are well-behaved, and on task.
6. Teacher establishes rules for learning and behavior.
7. The teacher uses techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.

8. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.
9. The classroom welcomes members and guests; is organized and understandable to students; provides accessible supplies, equipment, and resources; displays student work; is arranged to promote individual and group learning.
10. Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect, for one another and celebrate successes.
11. Teacher is receptive to the interests and opinions of students.

Domain 3: Instruction

1. Most learning objectives and STATE STANDARDS are communicated.
2. Sub-objectives are aligned to the lesson's major objective.
3. Learning objectives are connected to what students have previously learned.
4. Expectations for student performance are clear and displayed.
5. There is evidence that students demonstrate mastery of the objective.
6. The teacher organizes the content so that it is personally meaningful and relevant to students.
7. The teacher develops learning experiences where inquiry, curiosity and exploration are valued.
8. The teacher reinforces and rewards effort.
9. Presentation of content includes visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information; no irrelevant, confusing, or non-essential information.
10. Lessons start promptly.
11. The lesson's structure is coherent, with a beginning, middle, and end.
12. Pacing is appropriate and provides opportunities for students who progress at different learning rates.
13. Routines for distributing materials are efficient.
14. Little instructional time is lost during transitions.
15. Activities and materials support the lesson objectives; are challenging; sustain students' attention; elicit a variety of thinking; provide time for reflection; are relevant to students' lives; provide opportunities for student-to-student interaction; induce student curiosity and suspense; provide students with choices; incorporate multimedia and technology; incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.)
16. Teacher questions are varied and high-quality providing question types of knowledge and comprehension; application and analysis; creation and evaluation.
17. Questions are purposeful and coherent.
18. A moderate frequency of questions asked.
19. Questions are sequenced with attention to the instructional goals.
20. Questions require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
21. Wait time is provided.
22. The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and gender.
23. Oral and written feedback is academically focused, frequent, and high quality.

24. Feedback is given during guided practice and homework review.
25. The teacher circulates during instructional activities to support engagement and monitor student work.
26. Feedback from students is used to monitor and adjust instruction.
27. The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) adequately enhance student understanding and learning efficiency.
28. Students in groups know their roles, responsibilities, and group work expectations.
29. Students participating in groups are held accountable for group work and individual work.
30. Instructional group composition is varied (e.g., race, gender, ability, and age) to accomplish the goals of the lesson.
31. Teacher displays accurate content knowledge of all the subjects he or she teaches.
32. Teacher implements subject-specific instructional strategies to enhance student content knowledge.
33. The teacher highlights key concepts and ideas and uses them as bases to connect other powerful ideas.
34. Teacher provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.
35. Over the course of multiple observations, the teacher consistently and thoroughly teaches:
 - analytical thinking where students analyze, compare, and contrast, and evaluate and explain information.
 - practical thinking where students use, apply, and implement what they learn in real-life scenarios.
 - creative thinking where students create, design, imagine and suppose.
 - research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.
36. The teacher provides opportunities where students generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints.
37. Over the course of multiple observations, the teacher implements activities that teach and reinforce four or more of the following problem-solving types.
 - Abstraction
 - Categorization
 - Drawing Conclusions/Justifying Solution
 - Predicting Outcomes
 - Observing and Experimenting
 - Improving Solutions
 - Identifying Relevant/Irrelevant Information
 - Generating Ideas
 - Creating and Designing

Domain 4: Professional Growth

1. Actively participate in Cluster
2. Implementation of new learning
3. Receives and implements feedback effectively.
4. Uses student work to develop student IGPs and to inform instruction.

Domain 5: Professional Responsibilities

1. Exhibits regular attendance and punctuality.
2. Communicates effectively with students, staff, parents, and community.
3. Assumes outside classroom duties as related to school.
4. Assists in enforcing school/board rules and policies.
5. Ensures proper care of textbooks, teaching aids, and equipment.
6. Participates in professional development opportunities to further develop effectiveness.
7. Creates partnerships with parents/caregivers and colleagues.
8. Supports school programs and displays positive attitude.
9. Completes reports and records as assigned.
10. Projects well-groomed appearance.
11. Performs all other duties or responsibilities not listed as delegated by the Principal of the school and NPSB policy.

While the operation of the Natchitoches Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and common sense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language, or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.

TERMS OF EMPLOYMENT: 9 months

EVALUATION: Performance of this position will be evaluated annually in accordance with Louisiana Department of Education policy.