



TEACHER

Job Description

JOB INFORMATION

Department: Local School
Job Title: Teacher

Original Adoption Date: March 31, 2006
Latest Revision Date: November 19, 2014

ORGANIZATIONAL STRUCTURE

Reports to:
Principal
↑
Local School Teacher

EMPLOYMENT TERMS

Contracted, FLSA exempt, 190-day work year

JOB QUALIFICATIONS

Education

Bachelor's degree in applicable field of education from a Professional Standards Commission (PSC) approved college or university required.

License/Certification

Meets Georgia certification requirements in appropriate field of education.

Skills

Knowledge of Oconee County Schools' (OCS) curriculum with in-depth knowledge of content in field of certification; knowledge of techniques for integrating curriculum, OCS policies, and effective instructional practices; ability to understand the teaching/learning process; ability to infuse technology into instruction to increase student learning; ability to work effectively with administrators, colleagues, central office, and school based staff, students, parents, and community; excellent oral and written communication skills; and effective human relations skills.

Work Experience

Previous teaching experience preferred.

PRIMARY RESPONSIBILITY

Plan for appropriate learning experiences for students based on the district curriculum and provide an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of students.

ESSENTIAL JOB DUTIES

1. Demonstrate command of school subject being taught.
2. Develop and prioritize short and long-term instructional objectives based on district curriculum.
 - a. Identify specific prerequisite skills and/or knowledge necessary for students to learn the curriculum.
 - b. Plan instruction as needed to promote student mastery of prerequisite skills and knowledge.
 - c. Analyze student work and assessments to determine instructional needs.
 - d. Prepare written lesson plans to support instructional objectives of the curriculum for all students.
 - e. Plan appropriate assessment of student learning.
3. Evaluate, select, and modify resources and activities.
 - a. Select resources that match the learner(s) needs.
 - b. Select resources that reflect scientifically-based research on effective instruction.
4. Provide initial focus for the lesson.
 - a. Communicate specific learning objectives to students.
 - b. Link lesson content to students' prior knowledge, background experience, and/or real-world application of content.
 - c. Capture student attention through active involvement.
5. Organize content for presentation of the lesson.
 - a. Present information in a logical sequence.
 - b. Organize the presentation of content into blocks or steps based on the students' needs and the complexity of the material.
 - c. Follow research based organizational plan for content organization, such as anticipatory set, acquisition lesson, guided practice, independent practice, and summarizing.
6. Utilize scientifically researched effective instructional strategies and methods of providing information for students to acquire the learning.
 - a. Assess students' learning of the curriculum and provide specific feedback to students and parents.
 - b. Provide collaborative learning opportunities to enhance student achievement.
 - c. Provide multiple opportunities for distributed guided practice followed by independent practice.
 - d. Teach essential content-related vocabulary.
 - e. Utilize a variety of nonverbal/visual representations of content and skills.
 - f. Teach skills for improving reading and writing proficiency/literacy across content areas.
 - g. Access and/or build students' background knowledge and experience.
 - h. Utilize and teach questioning and cuing/prompting techniques.
 - i. Utilize technology effectively to plan, teach, and assess.
 - j. Utilize inquiry-based problem-solving learning strategies with students in all content areas.
 - k. Teach and require students to set personal goals for improving their academic achievement.
 - l. Teach students to compare and contrast knowledge, concepts, and content.
7. Provide formative assessment that measures student progress toward curriculum objectives.
 - a. Monitor students' progress in learning through a variety of techniques.
 - b. Adjust instructional plans based on formative assessment results.

- c. Provide criteria that allow students to measure their own progress toward an objective.
- 8. Provide summative assessment that measures student achievement of objectives.
 - a. Assess students' learning of the curriculum and maintain the assessment records.
 - b. Provide assessments that are appropriate for the learner(s).
 - c. Communicate assessment results to student(s).
 - d. Utilize assessment results to plan for subsequent instruction.
- 9. Organize learning environment to maximize student time on task.
 - a. Organize and arrange classroom to facilitate learning.
 - b. Ensure smooth transitions from one activity to another.
 - c. Maintain an orderly system for housekeeping duties including attendance, passes, announcements, distributing and collecting materials, and homework assignments.
- 10. Maintain behavior that is conducive to learning.
 - a. Define and communicate behavior expectations to students.
 - b. Monitor behavior and provide appropriate feedback to students.
 - c. Manage inappropriate behavior effectively.
 - d. Encourage participation from all students.
 - e. Establish mutual respect between teacher and students.
 - f. Convey warmth, friendliness, and enthusiasm.
- 11. Participate in professional growth and professional learning activities.
 - a. Apply new knowledge and skills acquired in planning and delivery of student instruction.
 - b. Demonstrate evidence of progress toward individual goals plan.
- 12. Maintain professional responsibilities and act as a role model.
 - a. Utilize standard written expression and acceptable oral expression.
 - b. Demonstrate punctuality to class, to assigned duties, and to other school activities.
 - c. Submit records, reports, and forms accurately and promptly.
 - d. Provide clear plans for substitute teachers.
 - e. Maintain regular attendance.
 - f. Demonstrate a willingness to share ideas, methods, and materials.
 - g. Cooperate with staff and support the development of activities and goals of the school.
 - h. Encourage positive school and home communications.
- 13. Perform other duties as assigned.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is frequently required to sit for extended periods of time. Employee is also required to talk, hear, stand, and walk. The employee may be required to use hands to handle, feel, and/or reach. Employee is occasionally required to stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and ability to adjust focus. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.