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| Immediate Supervisor | Elementary Principal | Work Day | School Calendar Typically 7:45 a.m.-3:45 p.m., unless communicated differently from administration | FLSA Status | Exempt |
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Position Summary

Teachers are responsible for planning and delivering content aligned to Minnesota State (or specified) Standards using best practices to provide differentiated and rigorous instruction for all students within assigned classroom/subject area(s). Teachers evaluate the needs and abilities of students and determine methods and techniques to best present and provide instruction to students. Teachers ensure students show continuous improvement in learning basics and essential skills. Teachers are responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth.

Basic Duties and Responsibilities

- Works with the Elementary Principal in shaping the school learning and instructional culture.
- Follows PACT policies and procedures, adhering to the mission, vision, and foundational statements of the school.
- Actively participates in Professional Learning Committees (PLCs) to increase student learning, rigor, and differentiation.
- Demonstrates continued professional growth through participation in continuing education courses, professional activities, and/or organizations.
- Attends assigned committee meetings, and additional commitments specific to classroom/content area.
- Completes tasks in an organized and efficient manner as set by administration.

Essential Planning and Preparation Responsibilities

- Demonstrates solid prerequisite knowledge and content pedagogy.
- Demonstrates knowledge of students' developmental learning, skills, abilities, special medical or learning needs, and cultural heritage.
- Sets instructional outcomes aligned to Minnesota State (or specified) Standards and Benchmarks with rigorous learning targets.
- Demonstrates knowledge of resources for Minnesota State (or specified) Standards and Benchmarks, curriculum adoption cycle, classroom instruction, and PLCs.
- Designs coherent instruction for rigor, support of learning targets, differentiation, interdisciplinary, and extended learning opportunities. Allocates reasonable time for learning.
- Designs formative and summative assessments aligned to Minnesota State (or specified) Standards and Benchmarks, with clear criteria to measure all outcomes, and uses data to inform planning and instruction.

Essential Classroom Environment Responsibilities

- Creates an environment where teacher-student and student-student relationships reflect respect and rapport with genuine warmth and care, mindful of the age and culture of groups of students.
- Establishes a culture for teacher and student learning that shows enthusiasm for, and commitment to, the content, outcomes, and activities. Conveys high expectations for students and the importance of high-quality work that students take pride in.
- Manages classroom procedures, routines, and transitions seamlessly to ensure student productivity and little waste of instructional time.

- Ensures standards for student behavior are clear to all students; monitored consistently; and responded to appropriately, successfully, and respectfully.
- Creates a safe learning environment with an established culture of learning and where students are encouraged to take learning risks to develop intellectually.
- Organizes physical environment for safety, and ensures learning is accessible to all and physical resources are arranged for learning.

Essential Instruction Responsibilities

- Communicates clear purpose, directions, procedures, and explanations with students, situated within learning, and connected to students' knowledge and experience.
- Uses questioning and discussion techniques with high-cognitive challenge and appropriate wait time, and successfully involves all students in genuine discussion, stepping aside when appropriate.
- Engages students in learning consistently due to appropriate activities, assignments, groupings, and/or materials/resources. Instruction has clearly defined structure and pacing is appropriate.
- Uses assessments in instruction to ensure students are fully aware of criteria/performance standards; frequently has students self-assess; and gives feedback that is consistent, timely, and based on data.
- Demonstrates flexibility and responsiveness to student learning accommodating students' questions/interests, and persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.

Essential Professional Responsibilities

- Reflects on teaching and accurately assesses a lesson's effectiveness/degree to which outcomes were met, and can cite evidence to support the judgment; make specific suggestions for lesson improvement.
- Maintains accurate student records on completion of assignments and learning progress in student information system ensuring students, staff, and parents have access to current achievement scores.
- Communicates with families frequently and in culturally-appropriate ways regarding instructional programs and student progress, and responds to family concerns to successfully engage families in the instructional program.
- Participates in a professional community where colleague relationships are characterized by mutual support and cooperation, including active participation in a culture of professional inquiry and making substantial contributions to the school.
- Grows and develops professionally, welcomes feedback on performance, and participates actively in assisting other educators.
- Shows professionalism through honesty, integrity, confidentiality, and assurance that all students are fairly served, participates in team or departmental decision-making, and fully complies with school regulations.

Additional Responsibilities for Special Education Teachers

- Serves as a resource for general education teachers when determining appropriate interventions for students.
- Reviews referral data, history, and assessment data to develop appropriate goals and objectives for each student.
- Plans, develops, and implements Individualized Education Programs (IEPs) for each student.
- Confers with general education teachers regarding the educational, social, emotional, and physical needs and objects for each student.
- Reviews IEPs with parents, administrators, and general education teachers, and collaborates and consults with appropriate school staff regarding the implementation of the IEPs and special educational services.
- Utilizes appropriate methods of learning delivery and instruction to meet the needs of each student in the Least Restrictive Environment (LRE).
- Develops and implements Behavioral Intervention Plans (BIPs) when necessary.
- Prepares students receiving special education services for inclusion and transition to mainstream.

Supervisory Responsibilities

This position may supervise interns or students.

Work Requirements and Characteristics

| Education and Experience | Skill Requirements |
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| <ul style="list-style-type: none">• Bachelor's Degree• MN Teaching License in appropriate subject area• Subject matter expertise in licensure area curriculum, best practices, and instructional strategies. | <ul style="list-style-type: none">• Strong verbal and written communication, critical thinking, and problem solving skills.• Ability to implement instructional strategies and work in PLCs, and knowledge of observation rubrics.• Ability to read, write, and interpret documents such as curriculum guides, assessment results, and policies.• Ability to speak effectively to individuals and groups. Ability to effectively present information and respond to questions from parents, staff, students, and the general public.• Must be knowledgeable of current school software and a variety of electronic tools.• Ability to interpret and apply PACT policies and procedures and apply them with good judgment in a variety of situations. |

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| Hazardous Working Conditions and/or Exposure | See Physical Demands & Working Environment Chart |
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Approval

This position description reflects an accurate summarization of the current duties and responsibilities assigned to the position and may be subject to other duties as assigned.

Employee Signature

Date

Direct Supervisor Signature

Date

Human Resources Signature

Date