



POSITION DESCRIPTION

PACT Charter School

PRS Approved 09/10/2015

Board Approved 10/08/2015

SECTION I: GENERAL INFORMATION

Position Title:	LICENSED TEACHER	Department:	Elem/Sec/Special Ed.
Immediate Supervisor:	Program Directors	FLSA Status:	Exempt
Position Summary:			
Plans and develops, under the guidance of the Program Directors and within the committee structure, instructional materials, lessons, and other activities to support PACT Charter School’s goals and objectives in accordance with the mission statement. The Teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical and psychological growth. The Teacher evaluates the needs and abilities of students and determines methods and techniques to best present and provide instruction to students within assigned subject areas. The teacher assures students show continuous improvement in learning basics and essential skills.			

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

DOMAIN 1: PLANNING	Indicator A: Aligning targets with standards and student data inform planning
	<ul style="list-style-type: none"> Plans units and lessons effectively Aligns learning targets and activities with students to impact learner outcomes Applies content knowledge and understanding of how students learn Uses student data to inform planning
DOMAIN 1: PLANNING	Indicator B: Uses content, resources and student knowledge to design coherent instruction
	<ul style="list-style-type: none"> Designs coherent instruction Creates interdisciplinary and extended learning experiences Uses resources and technology available for teaching and for students Learning activities and instructional strategies are informed by knowledge of students’ skills, interests, cultural backgrounds, language proficiency and exceptionalities.
DOMAIN 1: PLANNING	Indicator C: Plans for assessment and differentiation
	<ul style="list-style-type: none"> Plans formative and summative assessments Plans for differentiation based on student's needs, interest, and learning styles. Plans for content, process, and product differentiation.
DOMAIN 2: ENVIRONMENT	Indicator A: Creates a respectful classroom culture of trust, safety and high expectations
	<ul style="list-style-type: none"> Creates a safe learning environment Establishes a culture of learning Creates a culture of persistence
DOMAIN 2: ENVIRONMENT	Indicator B: Establishes and maintains clear expectations for classroom and behavior management
	<ul style="list-style-type: none"> Establishes and maintains classroom routines and procedures Monitors and provides feedback on student behaviors
DOMAIN 3: INSTRUCTION	Indicator A: Communicates learning targets and content effectively
	<ul style="list-style-type: none"> Uses content knowledge to promote learning Communicates learning targets and content
DOMAIN 3: INSTRUCTION	Indicator B: Facilitates activities and discussions that promote high cognitive engagement
	<ul style="list-style-type: none"> Uses instructional strategies to engage students Uses questioning and discussion techniques Uses appropriate pacing and structure
DOMAIN 3: INSTRUCTION	Indicator C: Uses varied assessment techniques to advance student learning
	<ul style="list-style-type: none"> Uses formative assessments to inform instruction Provides feedback to advance learning Promotes student self-assessment
DOMAIN 4: PROFESSIONALISM	Indicator A: Reflects on teaching practices
	<ul style="list-style-type: none"> Uses self-reflection to improve instruction Uses feedback to improve instruction Plans for professional growth
DOMAIN 4: PROFESSIONALISM	Indicator B: Engages in professional development
	<ul style="list-style-type: none"> Participates in professional development Collaborates with colleagues through PLC, Team, and Committee meetings Contributes to school and district culture for learning

DOMAIN 4: PROFESSIONALISM	Indicator C: Maintains professional responsibilities and communicates with families
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- Adheres to standards of ethical conduct
- Maintains accurate and current records
- Completes tasks in an organized and efficient manner as set by administration
- Communicates with families
- Understands the cultural and linguistic backgrounds of students, their families and the community
- Attends and participates in assigned committee meetings and carries out committee decisions

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

QUALIFICATIONS: Individual must be able to perform each essential duty satisfactorily. The requirements listed 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	REQUIRED or PREFERRED SKILLS
<ul style="list-style-type: none"> • Bachelor's Degree in Education, appropriate licensure from the Minnesota Department of Education • Two to four years of experience • Equivalent combination of education and experience • Subject matter expertise in educational programs, curriculum & instructional strategies • Preference for working knowledge of software applications including Moodle, Google , Microsoft Office, AESOP 	<ul style="list-style-type: none"> • Ability to read and interpret documents, write reports and correspondence, ability to speak in front of a group and communicate effectively with a variety of people preferred • Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagram form. Ability to deal with problems involving several concrete variables in standardized situations • Ability or willingness to learn/understand computer programs for spreadsheets, letters, e-mail and other written communications. • Ability to add, subtract, multiply and divide in all units of measure. Ability to compute rate, ration and percent and to draw and interpret graphs • Basic knowledge of computer is required and the ability to operate printers, photocopiers, fax machines and adding machines/calculators.

HAZARDOUS WORKING CONDITIONS AND/OR EXPOSURE:	See Physical Demands & Working Environment Chart
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SECTION IV: APPROVAL

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

Signature -- Program Director	Date
Signature -- Human Resources	Date
Signature -- Employee	Date