



STILLWATER AREA PUBLIC SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Teacher	Department / Building: District-wide
Reports to: Building Principal	FLSA Status: Exempt
Band/Grade/Subgrade:	Bargaining/Work Unit: SCEA
Position Last Updated: 12/2025	Next Position Description Update:

SECTION II: JOB SUMMARY

Under the direction of the building principal or other administrator, the teacher designs and delivers high-quality, culturally responsive, and engaging instruction aligned with Minnesota Academic Standards and district curriculum. The role includes developing lesson plans, conducting instruction across in-person and eLearning environments, evaluating student growth through multiple data sources, fostering an inclusive and equitable classroom environment as well as a commitment to professional growth through reflection and ongoing professional development.

Teachers collaborate with colleagues, families, and students to ensure clarity in learning goals, celebrate student growth, and remove barriers to achievement. Continuous reflection and professional learning are expected to advance equitable instructional practices and student success.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: Instructional Design & Delivery
Percent of Time:	50%	

Designs and delivers culturally responsive, engaging, and rigorous instruction aligned with standards and district curriculum.

Tasks:

- Integrate culturally responsive and high impact instructional strategies that build on students' identities, interests, and real-world contexts.
- Collaboratively implement and sustain a guaranteed and viable curriculum that is adopted and approved by the District.
- Select diverse, high-quality instructional resources that reflect students' cultural and linguistic backgrounds.

- Modify instruction to meet the needs of all learners, including those with IEPs, 504s, multilingual learners, and gifted/talented students.
- Deliver instruction using a range of high-impact strategies that promote engagement, student voice, and critical thinking.
- Provide instruction in both in-person and eLearning (remote or hybrid) environments as directed by administration.

Responsibility No:	2	Statement of duty/responsibility: Assessment & Data-Informed Decision Making
Percent of Time:	20%	

Uses varied assessments aligned to learning goals to monitor progress, provide actionable feedback, and guide instruction while maintaining awareness of bias.

Tasks:

- Design or select valid assessments aligned with learning objectives and accessible to all learners.
- Adapt assessments to address diverse cognitive, linguistic, and social-emotional needs.
- Monitor multiple data sources to track progress toward proficiency and inform instructional adjustments
- Communicate individualized, timely feedback to students and families that supports learning and highlights growth.
- Teach students to set goals, self-assess, and monitor their own progress.
- Reflect on and mitigate bias in interpreting assessment data.

Duty/Responsibility No:	3	Statement of duty/responsibility: Inclusive & Culturally Responsive Environments
Percent of Time:	20%	

Creates a positive, inclusive classroom that fosters belonging, high expectations, and cultural and linguistic responsiveness.

Tasks:

- Create a safe, predictable, and welcoming classroom environment that affirms each student’s identity and fosters a sense of belonging.
- Co-create classroom expectations and norms that encourage respect, equity, and accountability.
- Communicate high expectations for all students through clear, supportive, and consistent language.
- Implement proactive classroom management strategies that empower students to take ownership of routines and learning.
- Design learning opportunities that scaffold and extend thinking for all students.

Duty/Responsibility No:	4	Statement of duty/responsibility: Professional Collaboration, Communication & Responsibilities
Percent of Time:	5%	

Collaborates and communicates effectively with colleagues, students, and families using culturally responsive practices to enhance learning and equity.

Tasks:

- Build reciprocal, culturally responsive communication systems with students, families, and staff.
- Collaborate in Professional Learning Communities and Collaborative Action Teams (CAT) to support student achievement and district improvement.
- Follow all district policies and state/federal laws regarding student rights and educator responsibilities.

- Maintain accurate records and communicate progress clearly and professionally.
- Participate in committees, co-curricular events, and district initiatives as assigned.

Duty/Responsibility No:	5	Statement of duty/responsibility: Professional Growth & Reflective Practice
Percent of Time:	5%	

Engages in reflection, professional learning, and continuous improvement to advance equitable instructional practices and student outcomes.

Tasks:

- Reflect regularly on personal biases and their impact on instructional decisions.
- Participate in professional development aligned with district priorities and the Professional Learning Agreements.
- Implement new strategies learned through professional learning and evaluate their impact on student growth.
- Engage in collaborative reflection with colleagues to strengthen culturally responsive and equitable teaching practices.
- Develops and sustains professional and collegial relationships in support of student, staff and district growth.
- Follows district policies and state/federal laws related to student rights and educator responsibilities.

This job description is intended to outline the general nature and key responsibilities of the role. It is not an exhaustive list of all duties, responsibilities, and qualifications required. The District reserves the right to modify, add, or remove duties as necessary.

SECTION IV: KNOWLEDGE, SKILLS, AND ABILITIES

- Appropriate licensure and preparation in the subject area(s) and level(s) taught.
- Thorough knowledge of current curriculum standards, instructional practices, and assessment strategies relevant to grade level(s) and subject area(s).
- Ability to design effective instruction and deliver lessons which align with district standards and compliant with MDH requirements..
- Understanding of child development, learning theory, inclusive practices, cultural responsiveness, and student engagement strategies.
- Skill in differentiating instruction to meet diverse student needs, including those of English Learners, students with disabilities, and gifted learners.
- Ability to develop instructional strategies that maximize student involvement and participation.
- Excellent communication skills: able to articulate behavior expectations, learning objectives, progress, and feedback in a caring, respectful, and clear manner for students, parents/guardians, colleagues, and community partners.
- Ability to build strong, cooperative working relationships with students, staff, families, and external partners.
- Commitment to maintaining a safe, inclusive, respectful, and student-centered learning environment.
- Ability to exercise sound professional judgment and discretion in sensitive matters and maintain confidentiality while ensuring compliance with applicable laws, regulations, policies, and procedures.

- Ability to maintain regular and consistent attendance and punctuality in accordance with District expectation, student needs and contractual obligations.
- Proficiency in using instructional technologies, data systems, and electronic/hard-copy records to monitor student growth and inform instruction.
- Demonstrated interest and initiative in continuing professional growth; ability to engage in reflective practice and apply learning for improvement.
- Demonstrates knowledge of and compliance with the MN Code of Ethics for Teacher and all applicable District policies, procedures and professional standards.
- Knowledge of available resources inside and outside the district to support student learning and development, and ability to connect students and families to those supports.
- Ability to participate in and contribute to professional learning communities and school improvement efforts.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Bachelor's degree or higher from an accredited institution of higher learning.
- Appropriate MN teaching license (or eligibility) for the assigned subject area(s) and grade level(s)

SECTION VI: EXPERIENCE REQUIREMENTS

- Prior licensed teaching experience preferred.

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of learning, environment, and resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
<i>Physical</i>		<i>Lifting/Carrying</i>		<i>Exposure to Environ. Conditions</i>	
Standing	F	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	O
Walking	F	Up to 25 pounds	O		
Sitting	C	Up to 50 pounds	N		
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	F	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	F	<i>Noise Levels</i>		Explosives	N
Climbing, balancing	N	Quiet (i.e., private office)	N	Fumes	N

Stooping (bend at waist)	O	Moderate noise (i.e., business office with typewriters/ printers, light traffic)	O	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	N		Loud noise (i.e., many children laughing & playing, large earth moving equipment)	F	Extreme heat (non-weather)
	O	Varying weather conditions			N
Stretching/reaching with hands & arms	O	Very loud noise (i.e., jack hammer, front row rock concert)	N	Sight	
				Vision for close work/ability to adjust focus	C
Distinguishing smell	N			Looking at computer monitor	C
Distinguishing temperature	N			Color vision (identify & distinguish colors)	C
Traveling by automobile	O			Peripheral, depth perception	O