

ST. MARY PARISH PUBLIC SCHOOLS
TEACHER JOB DESCRIPTION

POSITION: Teacher (Classroom Teacher, Title I Teacher, Special Services Teacher)

REPORTS TO: Principal or Principal Designee

TERMS OF EMPLOYMENT: 182 Day Employment

SALARY RANGE: Salary in accordance with the approved St. Mary Parish Salary Schedule.

CLASSIFICATION UNDER FAIR LABOR STANDARDS ACTS (FLSA): Exempt

EDUCATION AND CERTIFICATION

B.A. or B.S. Degree, Louisiana Teaching Certificate, Type A, B, C, Level 1, 2, 3, Practitioner's License (PL) 1, 2, 3, CTTIE, Out-of-State (OS), or Ancillary

METHOD OF EVALUATION

Fifty-percent of the teacher's evaluation shall be composed of applicable measures of growth in student learning and the remaining fifty-percent shall be based upon a qualitative assessment of teacher performance. The fifty percent of the evaluation based upon growth in student learning shall measure the growth of their students according to a pre-determined assessment method, using a value-added model where available, and alternate measures of student growth according to state guidelines where value-added data are not available. The fifty percent of the evaluation based on a qualitative measure of teacher performance shall include a minimum of one formal observation and one informal observation. This portion of the evaluation may include additional evaluative evidence, such as walkthrough observation data and evaluation of work products. The combination of the applicable measure of growth in student learning and qualitative assessment of job performance shall result in a composite score used to distinguish the level of effectiveness as highly effective, effective: proficient, effective: emerging, or ineffective.

PERFORMANCE STANDARDS: The teacher is expected to meet minimal teaching performance standards, Louisiana Components of Effective Teaching (LCET), as approved by BESE in Bulletin 130, inclusive of the responsibility for growth in student learning.

1.0 SETTING INSTRUCTIONAL OUTCOMES

- 1.1 The teacher designs outcomes that represent rigorous and important learning in the discipline.
- 1.2 The teacher designs instructional outcomes that are clear, written in the form of student learning, and suggest viable methods of assessment.
- 1.3 The teacher designs outcomes that reflect several different types of learning and opportunities for coordination (factual, conceptual understanding, reasoning, social, management, and communication).
- 1.4 The teacher designs outcomes that take into account the varying needs of groups of students, differentiating instruction where necessary.

2.0 MANAGING CLASSROOM PROCEDURES

- 2.1 The teacher maximizes instructional time.
- 2.2 The teacher manages learner behavior in instructional groups, transitions, and/or handling of materials and supplies.
- 2.3 The teacher establishes classroom routines to be followed by students with minimal guidance and prompting.

3.0 USING QUESTIONING /PROMPTS AND DISCUSSION

- 3.1 The teacher poses questions to students designed to promote student thinking and understanding.
- 3.2 The teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.
- 3.3 The teacher engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

4.0 ENGAGING STUDENTS IN LEARNING

- 4.1 The teacher provides learning tasks and activities aligned with instructional outcomes and designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and teacher scaffolding to support that engagement.
- 4.2 The teacher provides students the time needed to be intellectually engaged.

5.0 USING ASSESSMENT IN INSTRUCTION

- 5.1 The teacher uses formative and summative assessment regularly to guide instruction.
- 5.2 The teacher makes students aware of assessment criteria and encourages students to use reflection and self-assessment.
- 5.3 The teacher gives accurate and specific feedback that advances learning.
- 5.4 The teacher diagnoses evidence of learning by questions, prompts, and assessment.

ADDITIONAL RESPONSIBILITIES

6.0 PROFESSIONALISM: The teacher is required to maintain a high standard of professionalism.

- Develops and maintains a safe and organized learning environment that facilitates learning for all students.
- Designs, collects, and maintains student data through accurate, legible, and current record-keeping.
- Analyzes student data to affect instruction and learning.
- Demonstrates positive, supportive, respectful, and collaborative interpersonal relationships with all stakeholders
- Participates in and seeks opportunities for professional development.
- Accepts and uses constructive feedback to improve performance.
- Completes assigned tasks, reports, and documents accurately according to specified timelines and expectations.
- Takes an active role in building-level decision making.
- Reports to work on time following district attendance policy and submits to additional hours when deemed necessary.
- Maintains confidentiality and demonstrates positivity in words and actions as a representative of the school and district.
- Adheres to federal, state, district, and school policies, procedures, guidelines, and regulations.
- Adheres to ethical, legal and professional standards.
- Provide and participate in virtual lessons/meetings and virtual/digital teaching in a professional manner.
- Follows directives as assigned by principal, principal designee, and/or supervisor
- Performs other such tasks and assumes additional duties/responsibilities assigned by the School Principal, Principal designee, Supervisor and/or Superintendent may assign.

QUALIFICATIONS: The teacher must be able to perform each essential duty satisfactorily. The requirements described herein are representative of the knowledge, skill, and/or ability essential to job performance. While performing duties, the teacher is frequently required to stand, walk, speak, hear, and sometimes sit. Occasionally, the teacher will bend or twist at the neck more than the average person. The teacher may occasionally push or lift up to 50 lbs., such as boxes of materials and technology carts. The teacher is frequently exposed to a work environment noise level, which is moderate to loud. The teacher must have sufficient visual acuity to be able to work with computer monitor, print texts, and handwritten documents. The teacher must possess basic language and communication skills to read, write, discuss, and present information to others in a clear, concise manner. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Information contained in this job description is in compliance with the American with Disabilities Act (A.D.A.) and not considered an exhaustive list of duties performed for this position. Additional duties are performed by the individuals currently holding this position.

This job description is a summary of the primary duties and responsibilities of the position. It is not intended to be a comprehensive listing of all duties and responsibilities. The St. Mary Parish School Board reserves the right to change this description at its discretion.

The signature and date indicate the undersigned has received access to an electronic or hard copy version of the job description and the St. Mary Parish Personnel Evaluation Plan and understands the duties and responsibilities required.

Signature: _____ **Date:** _____