

TITLE: **Teacher**

QUALIFICATIONS:

- 1) A valid Teaching Certificate per Louisiana Bulletin 746 (Type C or Level 1),
- 2) Additional criteria as the Board may establish

REPORTS TO: Principal or Assistant Principal

SUPERVISES: Students

JOB GOAL: To ensure that *every* student is on track to attain a college degree or professional career

PERFORMANCE RESPONSIBILITIES:

INSTRUCTION

Standards and Objectives

- Most learning objectives and state content standards are communicated.
- Sub-objectives are mostly aligned to the lesson's major objective.
- Learning objectives are connected to what students have previously learned.
- Expectations for student performance are clear.
- State standards are displayed.

There is evidence that most students demonstrate mastery of the objective.

Motivating Students

- The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.
- The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.

The teacher sometimes reinforces and rewards effort.

Presenting Instructional Content

Presentation of content most of the time includes:

- visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.
- examples, illustrations, analogies, and labels for new concepts and ideas.
- modeling by the teacher to demonstrate his or her performance expectations.
- concise communication.
- logical sequencing and segmenting.
- all essential information.
- no irrelevant, confusing, or non-essential information.

Lesson Structure and Pacing

- Most lessons start promptly.
- The lesson's structure is coherent, with a beginning, middle, and end.
- Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.

- Routines for distributing materials are efficient.
Little instructional time is lost during transitions

Activities and Materials

Activities and materials include most of the following:

- support the lesson objectives.
- are challenging.
- sustain students' attention.
- elicit a variety of thinking.
- provide time for reflection.
- are relevant to students' lives.
- provide opportunities for student to student interaction.
- induce student curiosity and suspense.
- provide students with choices.
- incorporate multimedia and technology.

incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc.).

Questioning

Teacher questions are varied and high quality providing for some, but not all, question types:

- knowledge and comprehension,
- application and analysis, and
- creation and evaluation.
- Questions are usually purposeful and coherent.
- A moderate frequency of questions asked.
- Questions are sometimes sequenced with attention to the instructional goals.
- Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
- Wait time is sometimes provided.

The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.

Academic Feedback

- Oral and written feedback is mostly academically focused, frequent, and mostly high quality.
- Feedback is sometimes given during guided practice and homework review.
- The teacher circulates during instructional activities to support engagement, and monitor student work.

Feedback from students is sometimes used to monitor and adjust instruction.

Grouping Students

- The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency.
- Most students in groups know their roles, responsibilities, and group work expectations.
- Most students participating in groups are held accountable for group work and individual work.

Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.

Teacher Content Knowledge

- Teacher displays accurate content knowledge of all the subjects he or she teaches.
Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.

The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.

Teacher Knowledge of Students³

- Teacher practices display understanding of some student anticipated learning difficulties.
- Teacher practices sometimes incorporate student interests and cultural heritage.

Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.

Thinking

Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking:

- analytical thinking where students analyze, compare and contrast, and evaluate and explain information.
- practical thinking where students use, apply, and implement what they learn in real-life scenarios.
- creative thinking where students create, design, imagine and suppose.
- research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.

The teacher sometimes provides opportunities where students:

- generate a variety of ideas and alternatives.
- analyze problems from multiple perspectives and viewpoints.

Problem Solving

Over the course of multiple observations, the teacher implements activities that teach and reinforce 4 or more of the following problem solving types.

- Abstraction
- Categorization
- Drawing Conclusions/Justifying Solution
- Predicting Outcomes
- Observing and Experimenting
- Improving Solutions
- Identifying Relevant/Irrelevant Information
- Generating Ideas

Creating and Designing

DESIGNING AND PLANNING

Instructional Plans

Instructional plans include:

- goals aligned to state content standards.
 - activities, materials, and assessments that:
 - are aligned to state standards.
 - are sequenced from basic to complex.
 - build on prior student knowledge.
 - provide appropriate time for student work, and lesson and unit closure.
 - evidence that plan is appropriate for the age, knowledge, and interests of most learners.
- evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work¹

Assignments require students to:

- interpret information rather than reproduce it.
- draw conclusions and support them through writing.
- connect what they are learning to prior learning and some life experiences.

Assessment

Assessment Plans:

- are aligned with state content standards.
- have measurement criteria.
- measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).
- require written tasks.

include performance checks throughout the school year.

LEARNING ENVIRONMENT

Expectations

- Teacher sets high and demanding academic expectations for every student.
- Teacher encourages students to learn from mistakes.
- Teacher creates learning opportunities where most students can experience success.
- Students complete their work according to teacher expectations.

Managing Student Behavior

- Students are mostly well-behaved, and on task, some minor learning disruptions may occur.
- Teacher establishes rules for learning and behavior.
- The teacher uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.
- The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.

The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.

Environment

The classroom

- welcomes most members and guests.
- is organized and understandable to most students.
- supplies, equipment, and resources are accessible.
- displays student work.
- is arranged to promote individual and group learning.

Respectful Culture

- Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.

- Students exhibit respect for the teacher, and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students.⁸

PROFESSIONALISM:

- The teacher engages in self-reflection and growth to support high levels of learning for all students.
- The teacher reflects on individual performance and school performance to help identify areas of strength and areas of improvement.
- The teacher engages in professional development based on identified areas of improvement using both classroom and school data to guide decision-making.

PROFESSIONAL RESPONSIBILITIES:

- Requires regular attendance and punctuality.
- Communicates effectively with students, staff, parents, and community
- Assumes outside classroom duties as assigned
- Assists in implementing school/Board rules and policies
- Participates in activities to improve professional competence
- Creates partnerships with parents/caregivers and colleagues
- Supports school programs and displays positive attitude
- Completes reports and records as assigned in a timely manner
- Follows district dress code
- Completes the activities outlined in the Individual Growth Plan
- Assumes additional responsibilities as assigned by the Principal
- Participates in the development of an Individual Education Plan (IEP), ITP, and/or IFSP as necessary.

TERMS OF EMPLOYMENT: 9 months

EVALUATION: Criteria establish by School Board Policy.

REVIEWED AND AGREED TO: _____ **DATE:** _____

LOCATION: _____ **EMPLOYEE I.D.:** _____