

Muscatine Community School District
Job Requirements Analysis

POSITION TITLE: Classroom Teacher
EMPLOYEE UNIT: Muscatine Education Association
FUNDING SOURCE: General Operating
FUNCTIONAL AREA: Instruction
REPORTS TO: Principal
STATUS: Contract

NORMAL WORK DAY: All members of the unit work an 8.0 hour work day which includes 25 minute duty free lunch. School Board Policy authorizes a personal planning period for our classroom teachers.

CERTIFICATION REQUIREMENTS: The State of Iowa Department of Education sets certification requirements and such licenses are issued through the Board of Educational Examiners. Persons must hold an appropriate license to be employed.

OBJECTIVE: To provide instruction to our students.

Job Duties:

The following standards and criteria are the basis for evaluation of all Iowa teachers.

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make the learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content

3. **DEMONSTRATES COMPETENCE IN PLANNING FOR INSTRUCTION.**
The teacher:
 - a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
 - b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
 - c. Uses student developmental needs, background, and interests in planning for instruction.
 - d. Selects strategies to engage all students in learning.
 - e. Uses available resources, including technologies, in the development and sequencing of instruction.
4. **USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.**
The teacher:
 - a. Aligns classroom instruction with local standards and district curriculum.
 - b. Uses research-based instructional strategies that address the full range of cognitive levels.
 - c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
 - d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
 - e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
 - f. Uses available resources, including technologies, in the delivery of instruction.
5. **USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.**
The teacher:
 - a. Aligns classroom assessment with instruction.
 - b. Communicates assessment criteria and standards to all students and parents.
 - c. Understands and uses the results of multiple assessments to guide planning and instruction.
 - d. Guides students in goal setting and assessing in their own learning.
 - e. Provides substantive, timely, and constructive feedback to students and parents.
 - f. Works with other staff and building and district leadership in analysis of student progress.
6. **DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.**
The teacher:
 - a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
 - b. Establishes, communicates, models and maintains standards of responsible student behavior.
 - c. Develops and implements classroom procedures and routine that support high expectations for learning.
 - d. Uses instructional time effectively to maximize student achievement.
 - e. Creates a safe and purposeful learning environment.
7. **ENGAGES IN PROFESSIONAL GROWTH**
The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
 - b. Works collaboratively to improve professional practice and learning.
 - c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
 - d. Establishes and implements professional developmental plans based upon the teacher needs to the Iowa Teaching Standards and district/building student achievement goals.
 - e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district tests
8. **FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.**
The teacher:
 - a. Adheres to board policies, district procedures, and contractual obligations.
 - b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
 - c. Contributes to efforts to achieve district and building goals.
 - d. Demonstrates an understanding of and respect for all learners and staff.
 - e. Collaborates with students, families, colleagues, and communities to enhance student learning.
9. **OTHER DUTIES:**
 1. Assist with annual building-wide goal development.
 2. Provide student supervision (duty time) as grade level appropriate.
 3. Actively participate in parent conferences and district in-services.
 4. Other duties as assigned.

MINIMUM QUALIFICATIONS:

We require appropriate State of Iowa certification prior to the start of each contract year.

LOCATION: 11 schools in the district

American Disability Act Statement

Employee must be capable of working under stress with large numbers of students, parents and co-workers. Lack of mobility may limit teaching locations. Mental acuity is required and mental and physical ability to manage classroom discipline is essential.

Knowledge, skills and abilities required to carry out the job satisfactorily.

I. Communication Skills:

1. Oral XX Instructional XX Students XX Staff XX Public XX
2. Writing XX Lesson Plans XX Students XX Staff XX Public XX

II. Content expertise:

1. Academic subject matter.

III. Supervisory/Management skills:

Number of people reporting to you: volunteers, paraeducators, aides

Directly: 1-3 Ultimately: None

Decision impact: Employee XX Department XX Building XX District XX

IV. Specific skill expertise:

1. Knowledge of student's needs in your classes.
2. Able to work well with students, teachers, counselors, parents and other job-related persons.
3. Ability to work within the job description with independence and to make judgments and decisions.

V. Equipment proficiencies required:

1. Audio equipment including projectors and video equipment
2. Basic understanding of the operation of building systems including security, intercom, telephone, fire and alarm systems
3. Operation of a personal computer that is linked to network so that the teacher can access student data, enter grades, perform on-line IEPS and receive email.
4. Photocopiers, Laminators, classroom and or lab equipment

VI. Other factors:

1. Human relations skills are essential.

Name of incumbent: _____

Length of time the incumbent has been in this current position: _____

TERMS OF EMPLOYMENT: Bondable and other general conditions.

EVALUATION: Principal or Assistant Principal shall evaluate on mandated cycle.

APPROVED BY: _____ DATE: _____

REVIEWED BY INCUMBENT: _____ DATE: _____

Zip/teacher job requirements 2006