



Tolleson Union High School District #214  
**Teacher – Career Technical Education**

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**Purpose**

The job of the Teacher – Career Technical Education (CTE) responsibilities includes helping students develop an awareness and appreciation of learning and academic achievement. The CTE teacher must incorporate the responsibilities of the District Strategic Plan of preparing students for college, career, and life-ready situations, communication, and partnerships, and creating a highly effective work force. The CTE teacher must be a relationship builder, have excellent communication and interpersonal skills and be well trained in content knowledge and teaching strategies including the use of primary sources and inquiry-based instruction. The CTE teacher will deliver the CTE Model Curriculum Standards designed to assist the Tolleson Union High School District in developing high-quality curriculum and instruction to help ensure that students are career and college ready.

**Qualifications**

**Required:**

1. Must be appropriately certified with a valid Arizona CTE Teaching Certificate in subject area.
2. Proficiency in their performance in each of the following teacher competency standards:
  - a. Design and Plans Instruction.
  - b. Creates and Maintains a Learning Climate.
  - c. Implements and Manages Instruction.
  - d. Assesses Learning and Communicates Results.
  - e. Collaborates with Colleagues, Parents, and Others.
  - f. Engages in Professional Development and Responsibilities.
3. Valid AZ Department of Public Safety (DPS) Identity Verified Print (IVP) Fingerprint Clearance Card.
4. 3-years work related experience in CTE skill area, or educational equivalence.

**Preferred:**

5. Bachelor's degree in CTE, Education, or other related program of study.
6. Endorsements in any related field.
7. Teaching experience in a secondary educational setting.
8. Bilingual in English and Spanish.

**Essential Functions**

1. Teacher will create and deliver curriculum that creates and maintains a positive learning climate that incorporates rigor and relevance.
2. Teacher will plan, develop, and execute lesson plans and provide instruction for individual students, small groups, and remedial instruction to meet the needs of identified students or subgroups of students.

3. Teacher will assess student learning by using a variety of appropriate formal and informal methods.
4. Applies knowledge of best practices in curriculum, instruction, and assessment, and methods of supporting and extending instruction and student learning.
5. Teacher's services shall include the preparation and correction of examinations, proctoring, and substitution.
6. Plan and supervise work-experience programs in businesses, industrial shops, and school laboratories.
7. Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities.
8. Place students in jobs or make referrals to job placement services.
9. Organize and sponsor a Career Technical Student Organization (CTSO) and prepare students for local, state, and national competition.
10. Prepare and submit documentation for CTE state and federal compliance.
11. Select, order, store, issue, and inventory classroom equipment, materials, and supplies.
12. Teacher will assess student learning to inform their instruction.
13. Applies knowledge of school law and district policy.
14. Teacher's services shall also include the customary conferences with students and parents; individual guidance of students; service on faculty committees; active service in studying departmental and School problems; preparation of syllabi; attendance at commencement, faculty meetings and other School functions; and such other professional services as in the judgment of the Principal, the needs of the School shall require.
15. Teachers are expected to participate in appropriate professional development activities in order to stay current in their assigned teaching fields, program and discipline, as well as in the delivery of remote learning.
16. Attendance at professional development days as determined by the Principal or District is mandatory. Professional development days may be scheduled prior to the first day of classes and during the school year.
17. Teachers are expected to provide synchronous and asynchronous remote learning instruction when directed by the Principal or District, or per teaching assignment.
18. Ability to effectively utilize digital applications and software such as Microsoft Office Suite, Synergy, Power Point, Nearpod, Teams, etc.
19. Participate in student study teams, 504 planning, and IEP process as needed.
20. Teachers are expected to manage daily, the recording and publishing of student attendance and grading system on the district approved platform.
21. Participate in the communication of policies as a member of the certified instruction team and communicate school and District programs, policies, and procedures to students, staff, parents, and community, as directed by the Principal or District official.
22. Assists in safety inspections and safety drill practice activities/safety plan preparation.
23. Participates in delivery of Site testing.
24. Proctor all state and school-based assessments and site testing (i.e., District Assessments/PSAT/Pre-ACT/ACT/ASVAB/Advanced Placement/and SAT).
25. Participate in campus/district departmental meetings for the purpose of developing a stronger department.
26. Participate in Professional Development/Professional Learning Communities (PLC), New Staff Orientation (as applicable): to provide exceptional student achievement; to establish

the foundations for successful classrooms: ambitious vision and goals, purposeful long-term plans and unit plans, rigorous assessments, strong relationships, and positive classroom cultures.

27. Use student data to inform decision making, to develop and modify curriculum, and to develop targeted and differentiated instruction (interventions/enrichment).
28. Teacher will implement district adopted curricular resources.
29. Assist with the creation, completion, and presentation of school reports, as well as required reports for the district.
30. Determine the need for curricular materials, assessment materials, and instructional resources; communicate ordering needs with Department Chair or Principal.
31. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Skills, Knowledge, and Abilities**

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: regularly required to talk and hear; frequently required to use hands to touch, handle, or feel objects, tools, or controls and use a keyboard or keypad; regularly type or enter data using a computer keyboard; operating standard office equipment including utilizing pertinent software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: classroom management; and concepts of grammar and punctuation.

ABILITY is required to schedule classroom activities, discussions, and/or events; gather and/or collate data; and use basic, job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with similar types of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is high. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working with frequent interruptions; setting priorities; and establishing and maintaining effective working relationships. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision depth perception, and the ability to adjust focus.

### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to have some impact on the organization's services.

**Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: the employee will be required to reach with hands and arms; some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity; the employee is frequently required to stand, walk, bend, and sit; the employee is occasionally required to climb, or balance and stoop or kneel; the employee must regularly lift and/or move up to 10 pounds, and occasionally lift and/or move up to 35 pounds. Generally, the job requires 10% sitting, 45% walking, and 45% standing. The job is performed under conditions with some exposure to risk of injury and/or illness. The employee will regularly work indoors or outdoors with temperature variations from a controlled environment or extreme weather conditions. The noise level in the work environment is usually moderate to severe. Travel between District campuses and to locations outside the District is required.

- Reports to:** Principal or Assistant Principal
- Terms of Employment:** Nine-month, full time
- Evaluation:** This position will be evaluated annually as outlined in Governing Board Policy
- FLSA Status:** Exempt
- Salary:** Certified Initial Placement Salary Schedule
- Board Approval:** February 6, 2024 (Adopted)