

TEACHER

JD LOCATOR: 3.01.1

Adopted: 7/00

Revised: 5/03, 3/08, 5/11, 7/14

REPORTS TO:	Building principal or supervisor as assigned
CLASSIFICATION:	Certified
FLSA STATUS:	Exempt
TERMS OF EMPLOYMENT:	Salary and work year as reviewed and established annually by the Board of Education
EVALUATION:	Performance of this position will be evaluated regularly in accordance with the Board's policy on the evaluation of certified staff.

JOB SUMMARY

To help students learn subject matter and/or skills that will contribute to their development as mature, able, and responsible men and women.

The job description will be used as a guideline for the summative evaluation report.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual holding this position and additional duties may be assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES

NOTE: Reasonable accommodations will be made, if necessary, to enable individuals with disabilities to perform the essential functions.

STANDARD 1: CONTENT KNOWLEDGE ALIGNED WITH APPROPRIATE INSTRUCTION

Criteria A: The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

1. Content knowledge and academic language
2. Student engagement in subject matter
3. Disciplinary research and inquiry methodologies
4. Interdisciplinary instruction
5. Diverse social and cultural perspectives

STANDARD 2: STUDENT LEARNING, GROWTH AND DEVELOPMENT

Criteria B: The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

1. Cognitive, social, emotional and physical development
2. Student goals
3. Theory of learning
4. Differentiated lesson design
5. Prior experiences, multiple intelligences, strengths and needs
6. Language, culture, family and knowledge of community values

STANDARD 3: CURRICULUM IMPLEMENTATION

Criteria D: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum, based upon student, district, and state standards data.

1. Implementation of curriculum standards
2. Lessons for diverse learners
3. Instructional goals and differentiated instructional strategies

STANDARD 4: CRITICAL THINKING

Criteria E: The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

1. Instructional strategies leading to student engagement in problem-solving and critical thinking
2. Appropriate use of instructional resources to enhance student learning
3. Cooperative, small group and independent learning

STANDARD 5: POSITIVE CLASSROOM ENVIRONMENT

Criteria F: The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

1. Classroom management techniques
2. Management of time, space, transitions, and activities
3. Classroom, school and community culture

STANDARD 6: EFFECTIVE COMMUNICATION

Criteria G: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families (as consistent with district policies, practices, and resources) to foster active inquiry, collaboration, and supportive interaction in the classroom.

1. Verbal and nonverbal communication
2. Sensitivity to culture, gender, intellectual and physical differences
3. Learner expression in speaking, writing, and other media
4. Technology and media communication tools

STANDARD 7: STUDENT ASSESSMENT AND DATA ANALYSIS

Criteria H: The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher will monitor the performance of each student and devise instruction to enable each student to grow and develop, making adequate academic progress.

1. Effective use of assessments
2. Assessment data to improve learning
3. Student-led assessment strategies
4. Effect of instruction on individual/class learning
5. Communication of student progress and maintaining records
6. Collaborative data analysis

STANDARD 8: PROFESSIONALISM

Criteria I: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

1. Self-assessment and improvement
2. Professional learning
3. Professional rights, responsibilities and ethical practices

STANDARD 9: PROFESSIONAL COLLABORATION

Criteria J: The teacher has effective working relationships with students, parents, school colleagues, and community members.

1. Induction and collegial activities
2. Collaborating to meet students needs
3. Cooperative partnerships in support of student learning

SUPERVISORY RESPONSIBILITIES

Supervises students, paraprofessionals, volunteers, student interns, or others as assigned.

QUALIFICATION REQUIREMENTS: *The individual must be able to perform each essential job duty and responsibility satisfactorily. The following requirements are representative of the knowledge, skills, and/or abilities needed to perform the job at a fully acceptable level.*

EDUCATION, EXPERIENCE, AND/OR CERTIFICATION

1. As set by state certification standards
2. Any equivalent combination of experience and training that provides the required knowledge, skills, and abilities to perform the essential functions of the position.
3. Such alternatives to the above qualifications as the Board may deem appropriate or acceptable.

COMMUNICATION SKILLS

1. Ability to write reports and correspondence consistent with the duties of this position.
2. Ability to communicate clearly and concisely both in oral and written form using a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
3. Ability to read, analyze, and interpret information.
4. Ability to effectively present information and respond to questions, inquiries, and/or complaints.
5. Displays courtesy, tact, and respect when dealing with others.

MATHEMATICAL SKILLS

1. Ability to perform basic math using whole numbers, common fractions, and decimals consistent with the duties of this position.

REASONING ABILITY

1. Ability to interpret a variety of instructions and information furnished in written, oral, diagram, or schedule form.
2. Ability to identify and define problems, collect and analyze data, establish facts, and draw valid conclusions.

OTHER SKILLS AND ABILITIES

1. Maintains appropriate confidentiality.
2. Promotes a harassment-free environment.
3. Establishes and maintains effective working relationships; demonstrates a commitment to teamwork.
4. Ability to learn and utilize office equipment, computers, and software especially as systems are upgraded.
5. Ability to learn and upgrade job skills in order to meet changing demands of the position.
6. Excellent computer and keyboarding skills.
7. Ability to react well under pressure, handle and balance multiple demands at one time, work with frequent interruptions, and perform duties and tasks at expected levels of professionalism.
8. Extensive knowledge of and ability to perform duties in full compliance with all district, Board of Education, state and federal laws, methods, requirements, policies, procedures, and activities pertinent to the duties of this position.
9. Ability to work independently with minimum supervision.
10. Ability to use independent judgment and demonstrates initiative to act without being asked.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to reach with hands and arms, and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work is performed in and around a student learning environment. Employee experiences a multitude of demands and changing priorities, constant interruptions, and inflexible deadlines. The noise level in this environment is quiet to loud. Duties are performed primarily indoors and occasionally outdoors. In-district and out-of-town travel required as necessary for training and/or to carry out duties and responsibilities.

ACKNOWLEDGMENT

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Signature

Date

Supervisor's Signature

Date