

## Teacher

### **Purpose Statement**

To lead students toward the fulfillment of their potential by translating the district curriculum goals and objectives into learning experiences for each individual student in the district.

### **Essential Functions**

- Plans and implements the District approved program of study that, as much as possible, meets the individual needs, interests and abilities of students with the district curriculum.
- Uses effective teaching techniques and materials to implement established curriculum goals and objectives and uses techniques and materials that motivate the desire to learn.
- Prepares a weekly written lesson plan describing daily learning experiences. This weekly lesson plan is to be correlated with the objectives in the curriculum guide and/or course outline.
- Monitors and assesses student progress and communicates the same on a regular basis to students and their parents.
- Diagnoses, instructs and evaluates specific student needs and seeks assistance of district specialists as required.
- Communicates objectives to students in a well-planned, organized manner using clear and precise language.
- Creates a classroom environment that is cognizant of the dignity of the teacher, students and other staff.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Assists the administration in implementing all policies and rules governing the development of proper student behavior.
- Develops and implements reasonable classroom rules of behavior and procedure, which are conducive to learning in a fair and just manner.
- Creates educational experiences that provide each student the opportunity to develop his/her potential in the areas of personal-social adjustment, decision-making, positive self-image and other life skills.
- Promotes and follows the adopted school district philosophy, policies, regulations and administrative procedures.
- Communicates concerns and ideas with colleagues, students, parents and community in a positive, professional and ethical manner.
- Opens lines of communication with students and parents on the academics and behavioral processes of students.
- Assumes legal responsibility for the supervision of students on school property or in attendance at school sponsored activities.
- Maintains and strives to improve professional competence.
- Assumes individual responsibilities which may be assigned by the principal/supervisor and which may relate to committee work, student activities, student supervision or other planning and professional assignments.
- Maintains accurate, complete, legible and correct records as required by law, district policy and administrative regulation.
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Cooperates with other members of the staff in planning instructional goals, objectives, methods and in selecting materials.
- Is alert to hazardous or dangerous conditions that could threaten the safety of students and staff.

### **Other Functions**

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Job Requirements: Minimum Qualifications**

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

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic 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: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use 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 a variety of data; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

**Experience:** Evidence of a comprehensive background in child development, instructional strategies, classroom curricular implementation, learning theory and effective school research.

**Education:** Bachelor's degree or above from an accredited four-year college or university.

**Equivalency:**

**Required Testing:**

**Certificates and Licenses**

Valid Arizona teacher's Certificate for the appropriate grade level and/or subject matter.

**Clearances**

IVP Fingerprint Clearance Card, Measles/Rubella Immunity/Vaccination, Valid form I-9

**FLSA Status**  
Exempt

**Approval Date**

**Salary Grade**  
Certified