

## Griffin-Spalding County School System

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|----------------------------------------------------|-----------------------------------------------|
| <b>Title: Teacher</b>                              | <b>Category: Teaching</b>                     |
| <b>Job Details: 190 Days/Exempt/Full-Time</b>      | <b>Reports To: Principal/Program Director</b> |
| <b>Updated: 12/17/2021    Reviewed: 12/17/2021</b> | <b>Salary Schedule: Teacher</b>               |

### **JOB SUMMARY**

This position supervises and instructs students to ensure student growth and academic achievement while maintaining c

continued professional growth; and develops students who are college and career ready.

### **ESSENTIAL FUNCTIONS**

*(Essential functions, as defined under the Americans with Disabilities Act, may include any of the following tasks, knowledge, skills, and other characteristics. This list is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all duties and responsibilities performed by incumbents of this class.)*

- Provides constant supervision and appropriate instruction to assigned students.

#### **Professional Knowledge and Planning**

- Demonstrates accurate, deep, and current knowledge of subject matter
- Delivers appropriate curriculum standards and integrates key content elements
- Facilitates students' use of higher-level thinking skills in instruction
- Analyzes and uses student learning data to inform planning
- Plans instruction effectively for content mastery, pacing and transitions
- Plans for instruction to meet the needs of all students
- Aligns and connects lesson objectives to state and local school district curriculum and standards, and students learning needs
- Develops appropriate course, unit and daily plans and is able to adapt plan when needed
- Modifies the general education curriculum for students with disabilities based upon a variety of instructional techniques

#### **Instructional Delivery**

- Uses a variety of research-based instructional strategies and resources to engage students in active learning
- Effectively uses appropriate instructional technology to enhance student learning
- Develops higher-order thinking through questioning and problem-solving activities
- Engages students in authentic learning by providing real-life examples and interdisciplinary connections
- Differentiates the instructional content, process, product, and learning environment that encourages appropriate peer interaction to meet individual developmental needs
- Develops critical and creative thinking by providing activities at the appropriate level of challenge for students and maintains interest
- Instructs students with disabilities using specialized instruction

#### **Assessment**

- Uses a variety of diagnostic, formative, and summative assessment strategies that are appropriate for the content being taught and the student population
- Aligns assessments with established curriculum and benchmarks
- Involves students in setting learning goals and monitoring their own progress and provides frequent and constructive feedback to students on their progress of their learning goals
- Varies and modifies assessment based on individual student needs and progress
- Uses assessment techniques that are appropriate for the developmental level of students
- Plans and uses formal and informal assessments for diagnostic, formative, and summative purposes to align with student mastery of learning objectives and to inform, guide, and adjust instruction, as needed
- Uses grading practices that report final mastery of content goals and objectives

- Collaborates with others to develop common assessments, when appropriate
- Analyzes and uses data to measure student progress, to design appropriate interventions for students, and to inform long and short term instructional decisions in the classroom
- Shares data results of student progress with students, parents, and key personnel
- Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning

#### **Learning Environment**

- Uses time efficiently both in the handling of non-instructional tasks and in using instructional time appropriately
- Establishes clear expectations for classroom rules, routines, and procedures
- Models caring, fairness, respect, and enthusiasm for learning
- Promotes respect for and understanding of students' diversity
- Provides academic rigor, encourages critical thinking, and pushes students to achieve goals
- Communicates high, but reasonable, expectations for student learning
- Maintains an effective physical setting for instruction

#### **Professionalism and Communication**

- Carries out duties in accordance with federal and state laws, code of ethics and local school board policy
- Maintains professional demeanor and behavior (e.g., appearance, punctuality, and attendance)
- Respects and maintains confidentiality
- Use verbal and non-verbal communication to foster positive interactions
- Participates in ongoing professional learning based on identified areas for growth
- Maintain professional competence by participating in professional learning activities, curriculum development meetings and other professional opportunities
- Engages in activities outside the classroom intended for school and student enhancement
- Models correct use of language oral and written
- Listens and responds with cultural awareness, empathy and understanding to the voice and opinion of stakeholders (parents, community, students and colleagues)
- Uses modes of communication that are appropriate for the given situation
- Engages in ongoing communications with families regarding instructional goals and student progress in a timely and constructive manner
- Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style
- Explains directions, concepts and lesson content to students in a logical, sequential and age-appropriate manner
- Confers with parents, general education and administrators to develop and implement an individualized education program (IEP's) as required
- Maintains prompt and regular attendance as physical presence on the job site is required.

#### **SUPERVISES**

- No Supervisory Responsibilities

#### **MINIMUM QUALIFICATIONS**

- Hold or be eligible for appropriate teacher certification by the PSC

#### **PREFERRED QUALIFICATIONS**

- Additional certificate endorsements (ESOL, Gifted In-Field, etc.)
- Master's Degree in Education
- Previous exemplary teaching experience where student growth is documented

### **COMPETENCIES NECESSARY TO DO THE JOB**

- Knowledge of laws, regulations and policies governing education
- Ability to communicate effectively orally and in writing
- Ability to plan, organize and prioritize
- Ability to use data in the decision-making process
- Ability to create and interpret results of formative and summative assessments
- Ability to work positively and cooperatively with others
- Highly skilled in the use of technology
- Ability to maintain emotional control under stress
- Ability to be regularly, predictably and reliably at work
- Ability to perform routine physical activities that are required to fulfill job responsibilities of appropriately and safely supervising students

### **EVALUATION**

- Teachers of record will be evaluated utilizing the Teacher Keys Effectiveness System.

Griffin-Spalding County School System does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex in its employment practices, student programs and dealings with the public. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations.