

Huerfano School District Re-1
201 East Fifth Street
Walsenburg, Colorado 81089

JOB DESCRIPTION

Title: **TEACHER**

Definition: The teacher designs and delivers the district curriculum and instruction, providing for the learning needs of students and their success.

Qualifications:

1. The teacher must be appropriately certified and/or licensed in the State of Colorado as provided by law.
2. Licensed staff must be qualified for the area and grade level in which they perform, meeting Colorado Department of Education accreditation standards.
3. Excellent human relation skills and the ability to handle confidential information appropriately with respect, diplomacy, and sensitivity, guarding the dignity of each individual.
4. Strong written and oral communication skills and ability to work with a variety of people and circumstances, including a special ability to enjoy children
5. Effective technology skills required, including strong ability in using spreadsheets, word processing, PowerPoint, Publisher, posting information to the website, and adaptability to emerging technologies for productivity and instructional enhancement.
6. Ability to review and analyze student performance data and adjust instructional decisions accordingly.
7. Ability to work collaboratively with staff and administration to fully engage in research based strategies and activities to improve student performance and educational quality of the school/district.

Reports to: Building Principal

Job Goals:

1. To instruct, direct or supervise the instructional program according to Colorado Revised Statute, 1973, Section 22-63-102.
2. Perform instructional duties in a professionally sound, ethical, and effective manner and in ways which maximize student learning and student welfare for all students.
3. Perform instructional and supervisory activities with a professional service orientation toward students, parents, and community constituents.

Professional/Ethical Responsibilities:

It is imperative that the person employed in this position display, at all times, acceptable professional and ethical standards. These expectations are as follows, but are not limited to:

1. Confidentiality
2. Courtesy
3. Cooperation and positive approach
4. Reliability/Punctuality
5. Accuracy and efficiency
6. Timeliness in respect to deadlines
7. Integrity and Respect
8. High regard for student learning and progressive educational endeavors

Responsibilities and Duties:

1. Models ethical standards, continual growth, collaborative work, and care and concern for students, materials and facilities.

- a. Adheres to the code of ethics of the teaching profession of the State of Colorado.
 - b. Accepts, fulfills, and supports assigned building procedures, responsibilities, and duties in a prompt and efficient manner.
 - c. Follows Board of Education policies and other rules, regulations, or procedures that may be established by the central or building administration.
 - d. Maintains accurate and complete records as required by law, district policy, and administrative regulations in an effective and prompt manner.
 - e. Participates in staff development activities, continuing education courses, and/or professional organizations to meet district and professional goals.
 - f. Implements new learning from staff development opportunities.
 - g. Works together across grade level/content areas to implement standards, instruction, and assessment, and to adapt best practice, products, and programs.
 - h. Reports suspected/confirmed injury or abuse of students to building administration and proper authorities as observed.
 - i. Provides and promotes an educationally, emotionally, and physically safe environment for students.
 - j. Models and ensures student awareness of proper use of materials, equipment, and/or facilities.
 - k. Implements new learning from staff development opportunities and adopts updated strategies and expectations to support ongoing district and school improvement initiatives.
2. Demonstrate effective classroom management strategies.
 - a. Establishes classroom routines and acceptable behaviors; then recognizes and reinforces those positive behaviors, utilizing appropriate contact to parents/families.
 - b. Uses appropriate behavior management planning and solutions when identifying student behavioral problems, including effective involvement in RTI processes where appropriate.
 - c. Provides clear, concise, and reasonable directions, and then offers appropriate levels of questioning and responses while checking for understanding.
 - d. Communicates the belief that all students can learn and sets high expectations for student learning while providing opportunities for student success.
 - e. Maximizes instruction time.
3. Use state and district standards to drive the design of standards based assessment, planning and instruction.
 - a. Clearly displays and ensures that students are aware of the standards and benchmarks.
 - b. Uses appropriate assessment data to guide instruction prior to and following instruction, and communicates that data to students, parents, and administrators effectively.
 - c. Provides adaptations and multiple ways for students to express their learning, and adjusts instruction, curriculum, and assessment to meet individual learning needs.
 - d. Establishes clear expectations for student learning at the beginning of each assignment or course, shares assessment criteria for assignments so students know how to demonstrate proficiency, then uses instructional strategies that are aligned to the assessment.
 - e. Uses standards-based lesson design and unit organizers to plan instruction. (Real –world applications, cross-curricular applications, varied strategies, and multiple standards are incorporated.
 - f. Begins instruction at student's performance level. (Pre-assesses students)
 - g. Collaboratively develops and utilizes curriculum and assessment materials as the primary instructional guide.
 - h. Monitors student acquisition of adopted curriculum.
 - i. Helps students take responsibility and ownership for their own learning.
 - j. Utilizes and/or develops classroom and building remediation and enrichment strategies.
 - k. Uses both objective and subjective data (formal assessments, observations, teacher judgment, external input, etc.) to improve student learning through improved instruction.
1. Incorporates personal and civic responsibility as essential elements in the development of instruction and curriculum.
 - a. Provides opportunities for students to fulfill classroom leadership and team-building roles.
 - b. Practices and promotes respectful behavior to self and others.
 - c. Practices and promotes personal hygiene, health, safety, and self-esteem.
 - d. Practices and promotes gender, ethnic, and socio-economic equality.
 - e. Shows empathy toward students and other school professionals.
2. Demonstrates effective knowledge and implementation of the following areas:
 - a. Colorado Basic Literacy Act in relation to the accommodations/modifications of a student's Individual Literacy Plan (I.L.P.)

- b. Colorado Student Assessment Program
 - c. Special Education laws and practices in relation to the accommodations/modifications of a student's Individual Education Plan (I.E.P.)
 - d. District and building curriculum and assessment tools.
 - e. Technology as a tool for classroom learning and instruction.
 - f. Technology as a tool for classroom management, organization, grading, and attendance as appropriate per building.
 - g. Current district literacy strategies.
 - h. Other district/building-adopted curricular and assessment tools.
3. Demonstrates effective and appropriate communication skills.
 - a. Records, makes available, and demonstrates in a timely manner student progress to students, parents/guardians, and principals through state, district, building, formal, and informal classroom assessments as required by law, district policy, and administrative regulations.
 - b. Maintains a professional manner when conferencing with others and deals with parent/guardian concerns effectively, confidentially, and professionally.
 - c. Practices good communication skills with colleagues, students, and parents to support student learning as a shared responsibility.
 4. Utilizes appropriate processes with regard to second language and/or cultural diversity (when applicable).
 - a. Conducts testing as appropriate and provides accurate assessment data.
 - b. Completes district and building reports as requested.
 - c. Uses appropriate procedures for staffing students into and out of specialized programs, including monitoring students who have been exited from programs.
 - d. Provides the culturally and linguistically diverse student with additional individualized instruction as needed.
 - e. Provides collaborative assistance to colleagues in meeting diverse needs.
 - f. Works with parents/guardians of culturally and linguistically diverse students to involve them in the education of their students.
 5. The special education school professional implements federal, state, and district guidelines in the organization and delivery of special education services (when applicable).
 - a. Assist in the identification and programming for students eligible for specialized services.
 - b. Plans instruction consistent with the IEP and works with staff to ensure that the academic success of special education students is the responsibility of all the student's teachers.
 - c. Provides ongoing consultation services.
 - d. Provides effective use of instructional time.
 - e. Strives to enable the student to be a successful, independent learner whenever possible.

Terms of Employment:

1. Number of Teacher Days assigned annually according to negotiated policy and contract provisions.
2. Salary and benefits as per Board policy.

Evaluation:

Performance of this job will be evaluated in accordance with state statute and the Board policy and procedure for evaluation of certified/licensed staff.

