

ST CHARLES PARISH PUBLIC SCHOOLS
JOB DESCRIPTION

TITLE: TEACHER

REPORTS TO: Principal/Designee

FLSA STATUS: Exempt

SALARY RANGE: \$60,000-\$80,800

OVERVIEW OF POSITION: To plan, organize and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential. The teacher is responsible for growth in student learning.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1.0 INSTRUCTION

1.1 Standards and Objectives (SO)

- a. Communicates learning objectives and state content standards
- b. Aligns objectives and expectations to the depth and rigor of the state standards
- c. Aligns lesson content is aligned to the objectives of the high-quality instructional materials
- d. Aligns sub-objective/prerequisite skills to the lesson's major objective
- e. Connects learning objectives to what students have previously learned
- f. Clearly articulates expectations for student performance
- g. Displays learning objectives
- h. Produces evidence that students are progressing or demonstrating mastery of the objective(s).

1.2 Motivating Students (MS)

- a. Organizes content, including high-quality curriculum resources, so that it is personally meaningful and relevant to students.
- b. Develops learning experiences where inquiry, curiosity, and exploration are valued.
- c. Reinforces and rewards effort regularly

1.3 Presenting Instructional Content (PIC)

Consistently presents instructional content that includes:

- a. Visuals that establishes the purpose of the lesson, previews the organization of the lesson, and includes internal summaries of the lesson
- b. Provides examples, illustrations, analogies, and labels for new concepts and ideas
- c. Demonstrates performance expectations
- d. Clarifies criteria on how students can be successful
- e. Communicates concisely
- f. Sequences and segments logically
- g. Presents essential information
- h. Presents no irrelevant, confusing, or nonessential information

1.4 Lesson Structure and Pacing (LS)

- a. Starts lesson promptly
- b. Structures lessons structure coherently, based on the content, and has a beginning, middle, and end, with time for reflection to ensure student understanding
- c. Paces appropriately and sometimes provides opportunities for students who progress at different learning rates
- d. Establishes and/or demonstrates routines for distributing materials are efficient
- e. Maximizes instructional time where there is minimal loss during transitions

1.5 Activates and Materials (ACT)

Incorporates activities and materials to include a majority of the following:

- a. Provides activities and materials that supports the lesson objectives, is challenging, elicits a variety of thinking, provides time for reflection; and provides content that is relevant to students' lives.
- b. Provides activities and materials that are student centered, sustains students' attention, provides opportunities for student-to-student interaction, evokes student curiosity and suspense, and provides students with choices when appropriate and aligned to the learning objectives.
- c. Provides multiple materials that incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., visuals, multimedia, technology, manipulatives, resources from museums, cultural centers, etc., when not available in the high-quality instructional materials).

1.6 Questioning (QU)

- a. Questions students in a varied and high-quality manner, providing an appropriate mix of question types based on content knowledge and comprehension, application and analysis, and creation and evaluation.
- b. Questions students in purposeful and coherent way
- c. Questions students with the appropriate frequency to engage students in critical thinking
- d. Asks questions to students that are sequenced with attention to the instructional goals
- e. Provides appropriate wait time (3-5 seconds)
- f. Questions students in a manner that require active responses (e.g., whole-class signaling, choral responses, or group and individual answers).
- g. Calls on a variety of students to engage different students' perspectives and provide opportunities for many students to respond.

1.7 Academic Feedback (FEED)

- a. Provides oral and written feedback is academically focused, frequent, and high-quality.
- b. Gives feedback during guided practice, throughout the lesson, and during review of independent work assignments.
- c. Circulates during instructional activities to support engagement and monitor student work
- d. Uses feedback from students to monitor and adjust instruction

1.8 Grouping Students (GRP)

- a. Arranges varied instructional grouping (whole class, small groups, pairs, or individual) to adequately enhance student understanding and learning efficiency
- b. Sets expectations that are understood by students.
- c. Facilitates instructional groups where students take responsibility for their roles, tasks, and group work expectations so they can have meaningful and productive collaboration.
- d. Holds students participating in groups accountable for group work and individual work

- e. Arranges instructional group composition, varying as necessary, to accomplish the goals of the lesson
- f. Organizes instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.

1.9 Teacher Content Knowledge (TCK)

- a. Displays accurate content knowledge and understanding of both state standards and high-quality instructional materials, including their adopted or approved curriculum, for all the subjects they teach.
- b. Implements subject-specific instructional strategies to enhance student content knowledge.
- c. Highlights key concepts and ideas and uses them as the basis to connect other powerful ideas.

1.10 Teacher Knowledge of Students

- a. Practices display understanding of students' anticipated learning abilities and needs
- b. Practices incorporate student interests and backgrounds.
- c. Provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.

1.11 Thinking (TH)

- a. Engages students in multiple types of thinking, including: **analytical thinking**, where students analyze, compare and contrast, and evaluate and explain information; **practical thinking**, where students use, apply, and implement what they learn in real-life scenarios; **creative thinking**, where students create, design, imagine, and suppose; and **research-based thinking**, where students explore and review a variety of ideas, models, and solutions to problems.
- b. Enables students to generate a variety of ideas and alternatives, and analyze problems from multiple perspectives and viewpoints

1.12 Problem-Solving (PS)

- a. Uses and/or engages students in multiple problem-solving techniques including abstraction, categorization, drawing conclusions/justifying solutions, predicting outcomes, observing and experimenting, improving solutions, identifying relevant/irrelevant information, generating ideas, and creating and designing

2.0 PLANNING

2.1 Instructional Plans

- a. Provides **some** evidence of the internalization of the instructional plans from the high-quality curriculum
- b. Aligns objectives to state standards and aligned high-quality curriculum, both in content and in rigor
- c. Facilitates activities, materials, and assessments that are aligned to state standards, content includes high-quality curriculum, and states success criteria;
- d. Facilitates activities, materials, and assessments that are sequenced and scaffolded based on student need;
- e. Facilitates activities, materials, and assessments that build on prior student knowledge;
- f. Facilitates activities, materials and assessment that provide appropriate time for student work and lesson closure;
- g. Provides evidence that the plan is appropriate for the age, knowledge, and interests of learners; **and**

- h. Provides evidence that the plan provides opportunities to accommodate individual student needs.

2.2 Student Work

- a. Facilitates assignments that are aligned to the rigor and depth of the standards and curriculum content;
- b. Facilitates assignments that are aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction;
- c. Facilitates assignments that require students to interpret information rather than reproduce it;
- d. Facilitates assignments that require students to draw conclusions and support them through writing;
and
- e. Facilitates assignments that require students to connect what they are learning to prior learning and life experiences

2.3 Assessment

- a. Utilizes (develops) assessments that are aligned with the depth and rigor of the state standards and content, including curriculum resources
- b. Utilizes (develops) assessments that are designed to provide feedback on progress against objectives;
- c. Utilizes (develops) assessments that use a variety of question types and formats to gauge student learning and problem-solving;
- d. Utilizes (develops) assessments that measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice);
- e. Utilizes (develops) assessments that require written responses as appropriate; **and**
- f. Utilizes (develops) assessments that include performance checks and student reflection on performance throughout the school year

3.0 ENVIRONMENT

3.1 Expectations

- a. Engages students in learning with clear and rigorous academic expectations and uses aligned high-quality materials and resources for students to access
- b. Encourages students to learn from mistakes
- c. Creates learning opportunities where all students can experience success
- d. Completes their work according to teacher expectations

3.2 Engaging Student and Managing Behavior

- a. Engages students in behaviors that optimize learning and increase time on task
- b. Establishes rules for learning and behavior
- c. Uses a variety of techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment
- d. Recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson
- e. Addresses students who have caused disruptions, yet sometimes he or she addresses the entire class

3.3 Environment

- a. Fosters a classroom that welcomes all students and guests
- b. Fosters a classroom that is organized to promote learning for all students
- c. Fosters a classroom that has supplies, equipment, and resources accessible to provide opportunities for students
- d. Fosters a classroom that displays current student work
- e. Fosters a classroom that is arranged to promote individual and group learning

3.4 Respectful Conditions

- a. Promotes teacher-student interactions that are generally positive and reflect awareness and consideration of all students' backgrounds
- b. Cultivates an environment where teacher and students exhibit respect and kindness for each other, where the classroom is free of unhealthy conflict, sarcasm, and put-downs
- c. Exhibits a receptive attitude to the interests and opinions of students

4.0 PROFESSIONALISM

4.1 Growing and Developing Professionally

- a. Prepares and participates in professional learning and teacher collaboration meetings, bringing student artifacts (student work) when requested.
- b. Attempts to implement new learning in the classroom following professional learning and teacher collaboration meetings.
- c. Develops and works on a plan for new learning based on an analysis of school improvement plans and new goals, self-assessment, and input from the teacher and school leader observations.
- d. Participates in self-reflection and growth by selecting specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.

4.2 Reflecting on Teaching

- a. Makes thoughtful and accurate assessments of his/her lessons' effectiveness, as evidenced by the self-reflection after each observation and offers specific actions to improve his/her teaching.
- b. Accepts responsibilities contributing to school improvement.
- c. Utilizes student achievement data to address the strengths and weaknesses of students and guide instructional decisions.
- d. Supports school activities and events

4.3 School Involvement

- a. Supports school activities and events (e.g. parent-teacher conferences, orientations/back-to-school nights, graduations, etc.)

4.4 School Responsibilities

- a. Accepts responsibility and/or assists peers in contributing to a safe and orderly school environment
- b. Adheres to system and school policies
- c. Keeps timely and professional records

5.0 PROFESSIONAL ENGAGEMENT

- 5.1 Consistently demonstrates customer excellence standards.
- 5.2 Promotes and supports a culture of inclusion, diversity, dignity, and fairness for all stakeholders.
- 5.3 Minimizes bias in self and others and accepts responsibility for his/her own actions.
- 5.4 Develops and maintains a safe and caring environment for all of our customers.
- 5.5 Accepts and recognizes the value of the contribution of others.
- 5.6 Treats all stakeholders in a respectful and helpful manner.
- 5.7 Uses verbal and non-verbal communication in a manner respectful of others.
- 5.8 Displays confident posture and maintains self-control.
- 5.9 Uses active listening skills.
- 5.10 Demonstrates positive support through actions and words as an ambassador of the schools and district.
- 5.11 Writes and speaks clearly and concisely so that the message is understood.
- 5.12 Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
- 5.13 Accepts and uses constructive feedback.
- 5.14 Demonstrates skill in giving and receiving feedback.
- 5.15 Develops leadership and responsibility in colleagues and students if applicable.
- 5.16 Makes wise and appropriate decisions after identifying and analyzing relevant information.
- 5.17 Identifies problems and issues and works collaboratively to contribute ideas and find solutions.
- 5.18 Uses proper administrative procedures for making requests and resolving conflicts.
- 5.19 Cooperates with building and district staff in planning and evaluation.
- 5.20 Attends and constructively participates in meetings and professional development activities.
- 5.21 Dresses for success according to job responsibilities.
- 5.22 Follows directives as assigned by supervisor.
- 5.23 Cooperates with administration in the performance of additional duties.
- 5.24 Completes tasks, reports, and documents accurately according to specified timelines and expectations.
- 5.25 Adheres to district guidelines relative to attendance. Regularly reports to work on time and works additional hours when deemed necessary.

- 5.26 Adheres to ethical, legal and professional standards.
- 5.27 Refrains from revealing confidential information.
- 5.28 Adheres to laws, Board Policies and Procedures, administrative rules, practices, and guidelines and applies all fairly, consistently, wisely, and compassionately.

METHOD OF EVALUATION

Averaging the student growth score (VAM and/or SLT) and the professional practice score determines the overall evaluation score to distinguish levels of overall effectiveness.

OTHER DUTIES AND RESPONSIBILITIES

Other duties may be assigned

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND CERTIFICATION

B.A. or B.S. Degree, Louisiana Teaching Certificate, Type A, B, C, Level 1, 2, 3, Temporary, Practitioner, CTTIE, or Ancillary

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 frequently required to stand, walk, speak, hear and sometimes sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 25 lbs.

ADDITIONAL PHYSICAL DEMANDS for Special Education Teachers

While performing the duties of this job, the employee may occasionally push or lift up to 50lbs with a team. The employee may be exposed to physical contact from students. The employee may need to execute physical restraints and control of students.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.

WORK ENVIRONMENT

The work environment is representative of conditions an employee encounters while performing the essential functions of this job. While performing the duties of this job the employee is frequently exposed to a noise level in the work environment which is moderate to loud.

The information contained in this job description is in compliance with the American 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 individuals currently holding this position and additional duties may be assigned.

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the St. Charles Parish Personnel Evaluation Plan and that I have received a copy of the job description.

Signature

Date