

Certified Job Description

Definition: The certified staff member under the general supervision of the building principal performs a variety of tasks, with major responsibility being the instruction and supervision of students.

Qualifications: The staff member must hold a valid license, with proper endorsements for the area of assignment as set by the Teacher Standards and Practices Commission and with those exceptions as noted by TSPC.

Reports To: Principal

Criterion 1: Instructional Skill

The teacher demonstrates, in his or her performance, a competent level of knowledge and skill in planning, implementing and evaluating instructional experiences.

1. Planning
 - a. Diagnoses student needs prior to developing plans.
 - b. Plans lesson objectives to be clear, specific, measurable, and in conformance with state and district approved curricula.
 - c. Meets the learning needs of individual students by planning instructional strategies appropriate to the students involved, the subject matter, and the desired learning objectives.
 - d. Makes provisions for students to engage in appropriate activities summarizing, comparing, outlining, generalizing, evaluating, speculating, and hypothesizing.
 - e. Displays solid understanding of the different student learning styles.
 - f. All materials and resources support the instructional goals; engage students in meaningful learning.
 - g. The lesson or unit has a clearly defined structure and organization, and reasonable time allocations.
 - h. Design curriculum aligned to proficiency standards.
2. Implementing
 - a. Motivates students to accomplish stated objectives.
 - b. Gives clear directions and checks for student understanding.
 - c. Presents subject matter clearly and precisely.
 - d. Presents the lesson in an order which aids student achievement.
 - e. Paces the lesson appropriately.
 - f. Practices appropriate reinforcement.
 - g. Summarizes and closes each lesson.
 - h. Uses learning activities designed to achieve stated objectives.
 - i. Questions are of high quality. Adequate time is given for students to respond.
 - j. Appropriate adjustments are made to smoothly monitor and adapt changes in instruction.
3. Evaluating
 - a. Analyzes each lesson to guide future planning.
 - b. Uses valid measures to assess progress of individual students.
 - c. Uses lesson analysis to assess and work toward improvement of teacher performances.
 - d. Uses time and materials effectively in relation to lesson goals and objectives.
 - e. Evaluates and informs students of their progress.
 - f. Uses current reporting procedures and parent conferences to keep parents informed of student progress.
 - g. Uses evaluation for basis for reteaching and to plan for individuals and groups of students.
 - h. Assessment is congruent with the instructional goals, both in content and process.
 - i. Assessment criteria and standards are clear and have been clearly communicated to students.

Criterion 2: Classroom Management

The teacher demonstrates, in his or her performance, a competent level of knowledge and skill in planning, implementing and evaluating instructional experiences.

- a. Organizes the physical setting and provides a classroom environment conducive to student learning, including provisions for the handicapped.
- b. Delegates appropriate responsibilities and tasks to students.
- c. Establishes orderly routine for arrivals, departures, fire drills, and other related activities, such as handling materials and supplies smoothly.
- d. Organizes individual small group and large group learning activities as appropriate to the students, subject matter, and lesson objectives, and are managed so most students are engaged at all times.
- e. Identifies and uses appropriate instructional resources available in the school district and the community.
- f. Insures that materials and information can be read and/or seen by the students.
- g. Deploys human resources (e.g. volunteers, professionals, paraprofessionals when appropriate and available) to facilitate maximum student growth.
- h. Provides an atmosphere in which students remain on task and are expected to reach course goals.
- i. Transitions occur smoothly.

Criterion 3: Student Discipline and Attendance

The teacher demonstrates the ability to manage the student behavior and relationships in the school setting.

- a. Establishes and clearly communicates parameters for student behavior to students and parents.
- b. Is alert to student behavior, monitoring is subtle and preventative.
- c. Assists students toward self-discipline and acceptable standards of behavior. The response to misbehavior is appropriate and successful and respects the student's dignity.
- d. Keeps an accurate accounting of student attendance, utilizing the processes established by the school.
- e. Keeps administration and parents/guardians informed of attendance and classroom behavior on a systematic, accurate, and timely basis.
- f. Identifies and attempts to change conditions which may lead to disciplinary problems.
- g. Makes appropriate use of support personnel, e.g. counselors, school psychologist.
- h. Manages discipline problems fairly and in accordance with building regulations, school board policies and legal requirements.
- i. Promotes an environment which encourages positive peer group interaction.

Criterion 4: Teacher-Student Relationships

The teacher demonstrates an understanding of and commitments to each pupil, taking into account each individual's unique background and characteristics.

- a. Demonstrates understanding and acceptance of different racial, ethnic, cultural, religious values and lifestyles, and an avoidance of stereotyping.
- b. Demonstrates an awareness of physical and emotional needs of students.
- c. Uses knowledge of individual students to design educational experiences.
- d. Engages in positive teacher-student interactions which are friendly and demonstrate warmth, caring, and respect. Interactions are appropriate to developmental and cultural norms. Students exhibit respect for the teacher.

Criterion 5: Knowledge of Subject Matter

The teacher demonstrates knowledge of theory and content in general education and subject matter specialization appropriate to the elementary and/or secondary levels.

- a. Demonstrates a depth of knowledge of the subject matter by providing lessons and learning activities that focus on the specified curriculum.
- b. Demonstrates knowledge of the scope and sequence of subject matter.
- c. Demonstrates a relationship between one subject matter field and another.

Criterion 6: Professional Preparation and Growth

The teacher demonstrates knowledge of theory and content in general education and subject matter specialization appropriate to the elementary and/or secondary levels.

- a. Demonstrates knowledge of a variety of valid teaching strategies.
- b. Demonstrates knowledge and skills in meeting the academic, emotional, and psychological needs of individual students. Seeks approaches for students who have difficulty learning.
- c. Demonstrates through planning and interaction the skills and knowledge of principles of learning.
- d. Demonstrates commitment by participation in professional activities, e.g. professional classes, individual reading and research, advancement beyond minimum certification, and professional organizations to enhance content knowledge and pedagogical skills.
- e. Establishes goals and initiates activities aimed at professional growth and development.
- f. Responds to recommendations made in periodic and annual performance evaluations.
- g. Actively engages in collegial activities, e.g. team meetings, PLC, PD, student support meetings.
- h. Collaborates with peers to improve professional practice and student achievement.
- i. Demonstrates regular and timely attendance.

Physical Requirements: In a 7.5 hour day, employee may stand/walk 6-7.5 hours, sit 6-7.5 hours, drive 4-6 hours. Employee may use hands for repetitive single grasping, fine manipulation, and pushing/pulling 100 pounds maximum. Employee may bend, squat, lift frequently, and climb stairs occasionally.

OTHER

Note: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I have read and understand this job description.

Signature:

Date:
