



Position Title: **Teacher**
Department: Building
Reports To: Building Principal

SUMMARY: Under the general supervision of a principal, performs a variety of tasks with major responsibility being the instruction and supervision of students. Instruction of students shall include skill development, the expansion of knowledge, and developing the ability to reason. Responsibilities include supervision, guidance, discipline and safety of students. The use of independent judgment and decision making is required in many matters not having established rules, regulations, policies or precedent.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

1. Identify the needs of individual students by continuous assessment of their abilities, especially students who come from home environments that offer little support for schooling
2. Use identified student and group needs to plan instruction
3. Ensure that instructional plans are aligned with established content standards identified by the District and the manner in which that content should be sequenced
4. Develop goals for all students based on previous or current data
5. Write instructional plans that advance students toward meeting state and district instructional goals and standards
6. Use a variety of effective instructional methods and materials to implement instructional plans
7. Determine the effectiveness of specific instructional strategies regarding the achievement of all students
8. Make and track progress toward instructional and professional goals using established action plans, milestones and timelines
9. Manage the classroom to create the optimum learning conditions
10. Make appropriate application of learning theory to meet the needs of both individual and groups of students
11. Evaluate and report student progress regularly
12. Initiate, plan, and carry out parent conferences to communicate students' progress as necessary to support student success in meeting academic and behavioral goals
13. Actively participate in professional development activities to maintain knowledge and skills to support student success in both academic and behavioral areas
14. Plan, coordinate, and supervise volunteers, instructional assistants, and other paraprofessionals
15. Supervise students in and out of the classroom

16. Initiate and maintain communication with colleagues, including engaging in effective problem-solving with colleagues regarding professional issues
17. Assist in the assessment of building level needs and the planning required to meet those needs
18. Attend meetings and serve on committees as directed to assist with program and curricular coordination
19. Collaborates in developing IEP's and attends IEP meetings when scheduled
20. Maintain confidentiality of student, family, staff, and school records
21. Demonstrate knowledge of current concepts, methods, and procedures for curriculum development and implementation, and assessment of individual and group progress
22. Demonstrate knowledge of effective evaluation techniques for both individual and group assessments
23. Demonstrate knowledge of human development and learning
24. Demonstrate knowledge of effective behavior management techniques, including knowledge of effective motivational and corrective techniques for students with special needs
25. Demonstrate knowledge of effective communication techniques with students, parents, patrons, and other professionals
26. Demonstrate knowledge of laws, rules, policies, and trends regarding instruction
27. Demonstrate professional conduct and be an effective role model for students
28. Maintain regular attendance and promptness in reporting for duty, as well as timeliness in submitting required reports and other professional paperwork
29. Comply with District and State standards of professional conduct
30. Corresponds with district staff and stakeholders via email
31. May be asked to translate, if applicable

SUPERVISORY RESPONSIBILITIES: Supervises classroom environment, including students, classified employees, and volunteers.

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.

Knowledge of current concepts, methods, and procedures for curriculum development and implementation. Knowledge of laws, rules, policies, and trends regarding instruction and evaluation techniques. Knowledge of human development and learning, behavior management techniques, and communication techniques.

EDUCATION / EXPERIENCE: Bachelors degree from an accredited college or university. Valid Oregon Teaching License.

LANGUAGE SKILLS: English proficient in both oral and written language. Ability to read, analyze, and interpret general business periodicals, professional journals,

technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators, staff, and the general public.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to apply basic arithmetic calculations using units of American money. Ability to compute hourly, daily, and contractual rates. Ability to proofread and cross check work for accuracy.

REASONING ABILITY: Ability to apply commonsense understanding to carry out detailed and basic written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory to instructional program. Ability to plan and implement lessons based on district and school objectives, as well as the ability to address the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers, and parents. Skill in oral and written communication. Ability to perform duties with awareness of all district requirements and school board policies, as well as Oregon law and administrative rule.

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 and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs such as boxes of books and audio visual carts. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for 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.

I have read and understand this job description.

Signature

Date