



ST. JAMES PARISH SCHOOLS

Inspiring Hope and Purpose

ME
RG
EF
OR
SA

CERTIFIED ELEMENTARY TEACHER

District Wide Position

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.

Reports To: Principal

Terms of Employment: 9 months (182 days)

Essential Job Duties and Responsibilities

SETTING INSTRUCTIONAL OUTCOMES

1.1 The teacher designs instructional outcomes that represent rigorous and important learning in the discipline.

Attributes:

- Outcomes represent high expectations and rigor.
- Outcomes are related to “big ideas” of the discipline.

1.2 The teacher designs instructional outcomes that are clear, written in the form of student learning, and suggest viable methods of assessment.

Attribute:

- Outcomes are written in terms of what students will learn rather than do.

1.3 The teacher designs outcomes that reflect several different types of learning an opportunity for coordination.

Attribute:

- Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, and communication.

1.4 The teacher designs outcomes that consider the varying needs of groups of students.

Attribute:

- Outcomes are suitable to groups of students in the class, differentiated where necessary.

MANAGING CLASSROOM PROCEDURES

2.1 The teacher maximizes instructional time.

Attribute:

- The students are productively engaged during small group work.

2.2 The teacher manages learner behavior in instructional groups, transitions, and/or handling of materials and supplies consistently.

Attribute:

- Transitions between large and small group activities are smooth.

2.3 The teacher establishes classroom routines to be followed by students with minimal guidance and prompting.

Attributes:

- Routines for distribution and collection of materials and supplies work efficiently.

USING QUESTIONING /PROMPTS AND DISCUSSION

3.1 The teacher poses questions to students designed to promote student thinking and understanding.

Attribute:

- Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.

3.2 The teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate.

Attributes:

- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another, without ongoing mediation by the teacher.

3.3 The teacher engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Attributes:

- The teacher builds on student responses to question effectively.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.

ENGAGING STUDENTS IN LEARNING

4.1 The teacher provides learning tasks and activities that are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.

Attributes:

- Most students are intellectually engaged in the lesson.
- Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.
- Students have some choice in how they complete learning tasks.
- There is a mix of different types of groupings, suitable to the lesson objectives.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.

4.2 The teacher provides students the time needed to be intellectually engaged.

Attribute:

- The pacing of the lesson provides students the time needed to be intellectually engaged.

USING ASSESSMENT IN INSTRUCTION

5.1 The teacher uses formative and summative assessment regularly to guide instruction.

Attribute:

- The teacher adjusts the lesson to enhance understanding by groups of students when necessary.

5.2 The teacher makes students aware of assessment criteria and encourages students to use self-assessment.

Attributes:

- Students indicate that they clearly understand the characteristics of high-quality work.
- Students are invited to assess their own work and make improvements.
- The teacher attempts to engage students in self- or peer assessment.

5.3 The teacher gives accurate and specific feedback and advances learning.

Attribute:

- Feedback includes specific and timely guidance for at least groups of students.

5.4 The teacher diagnoses evidence of learning by questions, prompts, and assessment.

Attribute:

- The teacher elicits evidence of student understanding during the lesson.

Professionalism

1. Accepts and uses constructive feedback.
2. Identifies problems and issues and works collaboratively to contribute ideas and find solutions.
3. Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments.
4. Uses verbal and non-verbal communication in a manner respectful of others.
5. Writes and speaks clearly and concisely so that the message is understood.
6. Develops and maintains a safe and caring environment for all of our students.
7. Demonstrates positive support through actions and words as ambassadors of the schools and districts.
8. Dresses for success according to job responsibilities.
9. Treats all stakeholders in a respectful and helpful manner.
10. Cooperates with administration in the performance of additional duties.
11. Completes tasks, reports, and documents accurately according to specified timelines and expectations.
12. Maintains self-control.
13. Adheres to Board policies and procedures and administrative rules, guidelines, and regulations.
14. Adheres to district guidelines relative to attendance. Regularly reports to work on time and works additional hours when deemed necessary.
15. Adheres to ethical, legal and professional standards.
16. Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.
17. Follows directives as assigned by supervisor.
18. Refrains from revealing confidential information.
19. Uses proper administrative procedures for making requests and resolving conflicts.

The combination of the applicable measure of growth in student learning (value-added score) and the qualitative assessment of performance (competencies and performance standards) shall result in a composite score used to distinguish levels of overall effectiveness.

Education and Qualifications

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

Physical Demands and Work Environment

- o 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 50 lbs. such as boxes of books and AV/VCR carts.
Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus.
- o The work environment described here is representative of which 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.

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 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.

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