

Chittenden Central Supervisory Union Job Description

JOB TITLE:	Classroom Teacher
FLSA STATUS:	Exempt
UPDATED:	October 9, 2002

POSITION OBJECTIVE(S): To help all students learn subject matter and skills that will contribute to their development as mature, able, and responsible individuals.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

PLANNING & PREPARATION

- Effectively integrates solid content knowledge into the curricula, makes connections between the content and other parts of the student discipline(s), and develops relationships among topics and concepts in teaching plans and practices. (Competency 1a)
- Integrates current best practices, research, and education laws into the teaching plans and practices, to assure the most effective educational program for our students. (Competency 1a)
- Demonstrates knowledge and understanding of students including: intellectual, social, and emotional characteristics of age group; students' varied approaches to learning; student skills and knowledge; student interests and cultural heritage; student economic influences; and student family, school and community context. (Competency 1b)
- Selects and integrates instructional goals that are valuable, clearly stated, measurable, suitable for diverse students, and that create opportunities for different types of learning. (Competency 1c)
- Seeks and effectively utilizes all available school and district teaching and student resources to enhance instruction and learning. (Competency 1d)
- Designs coherent instruction (including learning activities, instructional materials and resources, instructional groups, lesson and unit structure and the like) that reflect current best practices in the field and support the instructional goals. (Competency 1e)
- Accurately and thoroughly assesses student learning using instructional goals; clearly communicates assessment criteria and standards to students; and effectively utilizes assessment results to plan for individuals and groups of students. (Competency 1f)
- Uses student assessment information to assist the Special Educator in developing an effective standards-based Individual Educational Plan (IEP) for those students who qualify for such services. (Competency 1f)

LEARNING ENVIRONMENT

- Creates and maintains an environment of respect and rapport. (Competency 2a)
- Establishes a culture for learning that incorporates the importance of the content, student pride in high quality work, and high expectations for student achievement. (Competency 2b)
- Effectively and efficiently manages classroom procedures including instructional groups, transitions, materials and supplies handling, and the performance of non-instructional duties. (Competency 2c)
- Assures productive, effective, and efficient use of para-educators and volunteers in the classroom. (Competency 2c)
- Effectively manages student behavior by clearly communicating expectations, monitoring student behavior at all times, and successfully and respectfully responds to student behavior and misbehavior. Develops and implements effective student behavior support plan as needed. (Competency 2d)

- Effectively organizes classroom furniture and other physical resources to promote learning, safety and accessibility. (Competency 2e)
- Provides a safe learning environment for all students. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities. (Competency 2e)

INSTRUCTION

- Communicates directions and procedures clearly, accurately and effectively both in spoken and written language. (Competency 3a)
- Effectively utilizes questioning and discussion techniques in the classroom to promote student participation and to successfully engage students in the discussion. (Competency 3b)
- Effectively and appropriately engages students in learning to maximize student comprehension of the lesson through representation of content, activities and assignments, instructional groupings, instructional materials and resources, structure and pacing, and the like. (Competency 3c)
- Provides accurate, substantive, constructive, specific and timely feedback on student progress and performance to students, parents, and other professionals as needed or required. (Competency 3d)
- Demonstrates flexibility and responsiveness to student needs by effectively making minor adjustments to the lesson, persistently seeking thoughtful alternative approaches/strategies/resources, and successfully accommodating students' questions or interests to enhance student learning. (Competency 3e)

OTHER PROFESSIONAL RESPONSIBILITIES

- Accurately and thoroughly assesses a lesson's effectiveness and the extent to which it achieved its goals, and effectively modifies the lesson plan for future use to enhance student learning. (Competency 4a)
- Assists the department head, school principal and/or Co-Chief of Instruction in planning and evaluating curriculum effectiveness and identifying program needs. (Competency 4a)
- Develops and implements an effective system to maintain accurate, complete and confidential student records including student completion of assignments, student progress in learning, and other non-instructional records. (Competency 4b)
- Prepares and submits accurate, complete, timely and effective reports as required by law, district policy, and/or administrative regulations. (Competency 4b)
- Communicates/collaborates effectively with parents to keep families informed of the instructional programs and individual student progress, and effectively responds to parent concerns and engages families to help meet the educational needs of the student. Means of communication may include annual open house, observation sessions for parents, conferences, weekly newsletters, sessions for program discussion, making home visits, and other individual meetings as necessary. (Competency 4c)
- Works effectively, cooperatively and respectfully with supervisors, colleagues, subordinates, and other professionals and outside agencies. (Competency 4d)
- Participates in EST/CRT functions including (but not limited to) meetings, developing referral processes, screening referred students, providing supplemental support, and consulting services as requested. (Competency 4d)
- Actively participates in school events, workshops, in-service meetings, teacher trainings, building level staff meetings, district meetings, and other school and district committees/projects, making substantial contributions. (Competency 4d)
- Seeks out and actively participates in opportunities for professional development to enhance content knowledge and teaching skills, to support district goals and school action/strategic plans, and/or as may be directed by the School Principal/Department Head. (Competency 4e)
- Keeps abreast of current best practices, research findings, and other developments in the field. (Competency 4e)
- Actively participates in assisting and supporting other educators and administrators in the school and/or district. (Competencies 4e)

- Shows professionalism and considers "What's best for students" in serving and advocating for students, and in decision making. (Competency 4f)
- Follows and assists in upholding and enforcing school rules, administrative regulations and procedures, policies of the CCSU, and corresponding school district policies. (Competency 4f)

SUPERVISION RECEIVED:

Grades K-8: Reports to, evaluated by, and receives general administrative and technical direction from the School Principal and/or Assistant Principal. May receive some technical direction from the Co-Chief of Instruction.

Grades 9-12: Reports to and receives general administrative direction from the Department Chair. Evaluated by the School Principal and/or his/her designee with input from the Department Chair. May receive some technical direction from the Co-Chief of Instruction.

SUPERVISORY RESPONSIBILITIES:

Assists in training, planning, and directing the activities of assigned para-educators; plays an advisory role in evaluation, hiring, and continued employment.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

Education and Experience. Bachelor's degree and working knowledge of Vermont's Framework of Standards required. Recent experience working in a Vermont school district preferred.

Certifications and Licenses. Holds or is eligible to hold a Vermont Teaching License. Holds the appropriate endorsement(s) and meets all the basic competencies and qualifications of the endorsement(s) as listed in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.¹

Language Skills. Ability to read, analyze, and interpret common educational and technical journals, periodicals and procedures, and regulations. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to write reports, business correspondence, and procedure manuals that conform to school/district standards or regulations. Ability to effectively present information to and respond to questions from administrators, parents, peers, board members and the general public.

Mathematical/Reasoning Skills. Ability to interpret and use test results by applying math concepts such as standard error of measurement, bands of confidence, standard scores, and percentiles. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills and Experience. Good basic computer skills and experience with word processing programs required. Experience with Microsoft Office helpful.

Communication & Interpersonal Skills. Ability to effectively, efficiently and regularly communicate and work cooperatively with a variety of individuals, including students, peers, subordinates, supervisors, parents, and representatives of outside organizations. Ability to effectively resolve conflicts and handle stress.

PHYSICAL EFFORT AND STRESS. Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

Under most circumstances, while performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee must occasionally lift, carry, move and/or restrain school-aged students. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORKING CONDITIONS: While performing the duties of this job, the employee is occasionally exposed outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ⁱ May be found on the Vermont Dept. of Education website <http://www.state.vt.us/educ/license/index.htm>