

## Chittenden Central Supervisory Union

### Job Description

**JOB TITLE:** AFJROTC Senior Aerospace Science Instructor (SASI)/Classroom Teacher

**FLSA STATUS:** Exempt

**UPDATED:** 5/21/04

**POSITION OBJECTIVE(S):** To help students learn Air Force Junior ROTC subject matter and skills that will contribute to their development as mature, able, and responsible men and women and become better citizens for America. To manage and administer the overall AFJROTC program at Essex High School.

**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 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)

## AFJROTC PROGRAM MANAGEMENT AND ADMINISTRATION

- Supervises and assigns work to Aerospace Science Instructors (ASIs). Reviews and monitors the course plans of each instructor.
- Supervises the administrative, logistical, and financial management of the unit.
- Ensures the integration of the AFJROTC program into the school environment by cooperating with school, community, veterans, and parental groups; participating in student information programs and public service actions; and establishing aerospace science as an integral academic and administrative part of the institution.
- Makes AFJROTC presentations to local feeder schools.
- Provides introductory briefing on AFJROTC, to include school and Air Force contract agreement, to newly assigned principal/superintendent.
- Interviews applicants for AFJROTC instructor duty.
- Develops and supervises curriculum-in-action trips, fund raising, and other co-curricular activities.
- Maintains liaison with Air Force representatives in logistics, finance, and academic areas to ensure effective utilization of Air Force resources.
- Sponsors new units in the area.
- Plans, organizes, and instructs aerospace science and leadership education courses. Determines the number of hours for each course of instruction and organizes a curriculum model to complement the local school curriculum plan.
- Instructs students by lecture, guided discussion, lecture and discussion, student briefing or report, student panel, teaching interview, guest lecture, team teaching, demonstration-performance, role playing, and brain-storming using large and small group interaction.
- Employs models, graphs, slides, maps, periodicals, films, filmstrips, charts, transparencies, chalkboard, handouts, and other aids to facilitate student learning.
- Develops course syllabi, daily and weekly lesson plans, assignments, demonstrations, training aids, reference materials, and any related data to accomplish course and lesson objectives. Lesson plans will be in the format directed by the school. When the school does not specify a particular format, instructors must use the format outlined in the AFJROTC Curriculum Guide.
- Evaluates student progress, diagnoses individual learning problems, and initiates corrective action, as appropriate. Encourages students through proactive counseling to complete high school and pursue higher education goals.
- Confers with AFOATS/JRO regarding course planning and content, examination procedures, scheduling difficulties, teaching methods and techniques, and other related areas.

- Consults with the principal (or designated administrator) on the priority of AFJROTC within the school and the requirement for space and equipment support for the unit.
- Evaluates the aerospace science and leadership education program to determine whether Air Force and school objectives are accomplished.
- Coordinates with AFOATS and school officials to ensure AFJROTC accreditation.
- Ensures effective deployment of cadet officials and supervises cadet operations and activities.
- Plans, organizes, and directs corps organization.
- Coordinates AFJROTC installation visits with installation commanders or their designated representatives for support and services.
- Ensures cadets participating in AFJROTC trips or visits are directly supervised by one of the AFJROTC instructors.
- Advise and monitor students/cadets involved in AFJROTC extracurricular activities such as Summer Leadership Training, Color Guard, Drill Team, Aviation Groups, Physical Fitness Groups, etc. Extracurricular activities and opportunities are an important part of AFJROTC.

#### OTHER PROFESSIONAL RESPONSIBILITIES

- The SASI will be assigned as the Essex AFJROTC Department Head.
- The SASI is accountable to the principal (or designated administrator) of the school for the conduct of the program. ASIs (both officers and NCOs) are accountable to the SASI. All instructors must meet Air Force and school requirements and maintain standards acceptable to the Air Force.
- Must maintain standards (dress and personal appearance, financial responsibility, substance abuse, professional relationships, instructor/student fraternization, *etc.*) and Air Force body fat standards. The American public draws certain conclusions about military effectiveness based on the appearance presented by instructors. There must be no doubt that those affiliated with the Air Force live by a common standard and are responsive to military order and discipline.
- Must wear the Air Force uniform and represent the Air Force on a daily basis.
- Must maintain military decorum and appropriate NCO-officer military relationships of respect.
- Accurately and thoroughly assesses a lessons 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, 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:**

Reports to and receives general administrative direction from the Essex High School Principal. Evaluated by the School Principal and/or his/her designee.

#### **SUPERVISORY RESPONSIBILITIES:**

Assists the Special Educator/SpEd Department Head/School Principal 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.

- Possesses a baccalaureate or higher degree, preferably in education, management, or science. Prefer individual be certified to teach by a state or state-approved college or university. Working knowledge of Vermont's Framework of Standards required. Recent experience working in a Vermont school district preferred.
- Has knowledge of audiovisual presentation methods, curriculum planning, Air Force educational programs, drill and ceremonies, and educational administration, including tests and measurements.
- Is a retired Air Force officer (captain through colonel) with a minimum of 15 years extended active duty; retired 5 years or less when hired as an instructor (may be waived if the applicant is otherwise exceptionally well qualified); and served the last year of active duty as an officer.
- Must complete the Aerospace Science Instructor Course (ASIC) for AFOATS certification. Certification is valid for 3 years, at which time the instructor must be recertified.
- Self-direction, initiative, and self-reliance are necessary criteria for success. Instructors should be dynamic and have an understanding of the physical, intellectual, social, and emotional growth patterns of high school students. Must be of good moral character and have an enthusiasm for aerospace science, teaching, and the Air Force.

Certifications and Licenses. Hold (or eligible to hold) a Vermont Educator license, or able to become licensed as a Vermont Educator, with a Science and/or Social Studies endorsement(s). Meet all the basic competencies and qualifications of said endorsement(s) as listed in the *Regulations Governing the Licensing of Educators and the Preparation of Educational Professionals*.

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 preferred.

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:

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.

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.