

# PLEASANTS COUNTY SCHOOLS



## JOB DESCRIPTION - PROFESSIONAL CLASSROOM TEACHER

**Qualifications:** Meet minimum Standards for Certification as set forth by the West Virginia Board of Education Policy 5202 in Minimum Requirements for the Licensure of Professional Personnel and the qualification as outlined in West Virginia §18A-4-7a.

**Immediate Supervisor:** Principal and/or Assistant Principal

**FLSA Status:** Exempt

**Evaluation:** Performance in this position will be evaluated by the building principal and in accordance with WV State Code §18A-2-12 and WV State Board Policy 5310

**Term of Employment:** 200 Days

**Salary:** Determined by the Pleasants County Board of Education

### **Expectations / Duties and Responsibilities:**

#### Professional Work Habits

- Demonstrates behavior that reflects established professional responsibilities (i.e. attendance, punctuality and verbal/nonverbal communication).
- Adheres to established laws, policies, rules and regulations.
- Interacts appropriately with students, other educational personnel and parents.
- Participates in activities that foster professional growth.
- Is punctual with reports, grades, records, and in reporting to work.
- Commands respect by example in appearance, manners, behavior and language.

#### Curriculum and Planning – Pedagogy

- The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.
  - The teacher designs lessons and units that demonstrate specialized knowledge of how to convey subject matter and is familiar with a range of effective pedagogical approaches to move students toward mastery of the West Virginia College and Career Readiness Standards.
  - The teacher designs lessons and units that rely on a balance of direct instruction, student conversation and group work around projects to support the integration of 21st century interdisciplinary themes into teaching and learning. Instructional strategies are varied and appropriate for seamless integration of 21st century themes.
  - The teacher is creative and innovative in designing learning opportunities that include 21st century interdisciplinary themes.
  - The teacher designs lessons and units that consistently demonstrate specialized knowledge of integration of 21st century skills into his/her content area(s).

- The teacher regularly plans integrated learning experiences to facilitate student development of creativity, innovation and problem-solving as part of the curriculum. Students apply existing knowledge to generate new ideas and products, and create original works as a means of personal or group expression.
- The teacher leads the exploration of human, cultural, and societal issues related to technology and workplace behaviors.

#### Curriculum and Planning – Setting Goals and Objectives for Learning

- The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.
  - The teacher designs lessons and units that align curriculum, instruction and assessment to the West Virginia College and Career Readiness Standards both vertically and horizontally.
  - The teacher bases instruction on clearly stated goals focused on essential questions and enduring understandings drawn from current West Virginia College and Career Readiness Standards and 21st century skills. Lesson planning begins with the end in mind: goals, appropriate assessment of learning, what students will know and be able to do. Learning goals in student-friendly language are shared in multiple formats with students and parents/guardians.
  - The teacher and students collaborate to set goals. The teacher uses formative and summative assessment data to develop learning goals and outcomes.
  - Learning goals and objectives consistently integrate content among disciplines through individual planning or collaboration.
  - The teacher creates a learning environment that enables and empowers students to identify connections among disciplines.

#### Curriculum and Planning – Designing Instruction

- The teacher involves students whenever appropriate in designing instruction in a manner that engages students in a sequence of meaningful instructional activities that support the West Virginia College and Career Readiness Standards and that result in intentional student learning.
  - The teacher designs lessons and units that result in standards-based instructional strategies that move all students toward mastery of desired learning outcomes. Learning activities reflect a familiarity with a wide range of pedagogical approaches and accommodations are made for students with special needs. Teaching strategies include the use of technology for instruction and learning.
  - The teacher creates multiple paths to learning, and student input is incorporated when planning.
  - The teacher's lesson or unit has a clearly defined structure with supporting activities. Time allocations are reasonable. The sequence and organization of lesson are logical and structured to increase student understanding. Lesson sequence allows for student questions, practice, and success during each important segment and shows a discernable beginning, middle and end.

#### Curriculum and Planning – Student Assessment

- The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.
  - The teacher, when designing a lesson or unit, builds assessments around specific criteria and sets high standards focusing on what students should know and be able to do. Planned assessment tools, such as rubrics, are used to communicate expectations to students and other stakeholders and guide student work.
  - The teacher plans opportunities for students to peer or self-assess.
  - The teacher demonstrates an understanding of the various characteristics, uses and limitations of various diagnostic, formative and summative assessments.
  - The teacher plans the use of appropriate formative and summative assessment data to meet the

- needs of individual students.
- The teacher plans the sharing of summative and formative assessment data with students to monitor progress and set learning goals.

#### The Learner and the Learning Environment - Understanding Intellectual/Cognitive, Social, and Emotional Development

- The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.
  - The teacher differentiates the assignment of tasks based on an understanding of child and adolescent social and intellectual/ cognitive development that leads to learning for all students.
  - The teacher attends to the individual needs of each student within the larger context of the school and the educational process.
  - Teacher support is evident through accurate and current knowledge of the learner and the learning process.
  - The teacher uses balanced assessment (i.e., both formative and summative assessments) to guide instruction.
  - The teacher activates prior knowledge and teaches students strategies to engage with the content.
  - The teacher is aware of the needs, interest, learning style, cultural heritage, gender, and environment of students and plans and implements strategies that meet the needs and facilitates learning for all students.
  - The teacher demonstrates accurate and current knowledge of the learner and the learning process.

#### The Learner and the Learning Environment - Creating an Environment of Respect and Rapport

- The teacher shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.
  - The teacher encourages and models politeness, respectfulness, and genuineness. The teacher effectively intervenes in bullying situations and consistently works to eliminate bullying and victim behavior.
  - The teacher's interaction with students is friendly and demonstrates general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.
  - The teacher clearly defines and encourages student input into productive and respectful collaborative procedures.

#### The Learner and the Learning Environment - Establishing a Culture for Learning

- The teacher establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.
  - The teacher and students actively participate in authentic learning tasks identified and designed by the teacher that lead to a variety of student outcomes.
  - The teacher scaffolds tasks that lead to complex learning.
  - The teacher assists students in evaluating learning.
  - The teacher participates in and/or develops ongoing activities to build and sustain a learner-centered culture.
  - The teacher establishes clear criteria for high-quality work and communicates the criteria to students.

#### The Learner and the Learning Environment - Implementing Classroom Procedures

- The teacher ensures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.
  - The teacher plans for and implements efficient transitions. Students are responsive and participatory

in transitions. Students are clear about the operational routines and their roles and responsibilities during transitions. There is minimal loss of instructional time.

- The teacher ensures that the materials and supplies, necessary for student learning, are available and uses them effectively and efficiently.

#### The Learner and the Learning Environment - Managing Student Behaviors

- The teacher collaborates with students to carefully plan a mutually-agreed upon set of behaviors and clearly defined actions and consequences for the learning environment that ensure a focus on learning.
  - The teacher has clearly established standards of conduct and consequences that allow for a focus on learning. The teacher has developed standards and consequences with student participation.
  - The teacher consistently applies and monitors the adopted classroom management system.
  - The teacher has a plan for responding appropriately and respectfully to student misbehavior.
  - The teacher ensures that the students' dignity is preserved.

#### The Learner and the Learning Environment - Organizing the Learning Environment

- The teacher ensures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.
  - The teacher provides a safe and orderly learning environment. The teacher addresses unsafe conditions. Safety rules and procedures for physical and virtual space are known and followed by students.
  - The teacher has arranged the learning environment for multiple grouping patterns. Storage areas are accessible and clearly labeled.
  - The teacher can see all students and students can see the teacher.
  - The teacher effectively arranges the learning environment to maximize teacher and student interaction.

#### Teaching - Importance of Content

- The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.
  - The teacher provides learning activities which are relevant to content and focused to learning targets.
  - The teacher's delivery method and sequencing clarifies content for students and challenges them to achieve.
  - The teacher engages students in content-rich activities to create meaningful, real-world and 21st century learning experiences.
  - The teacher delivers 21st century content-relevant instruction, often utilizing technology and/or other performance-based, hands-on approaches.
  - The teacher uses a variety of developmentally appropriate instructional strategies that engage students in collaborative, critical-thinking, and problem-solving activities.
  - The teacher utilizes appropriate and available technology to deliver 21st century content.
  - The teacher helps students use technology to gather information, communicate, problem solve, and collaborate.

#### Teaching - Communicating with Students

- The teacher creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways
  - The teacher identifies specific learning target(s) within a 21st century context and builds scaffolding and differentiated instruction into lessons. The teacher clearly and regularly communicates the belief that all students can master the learning targets, offering support for students in self-direction.
  - The teacher explains directions and procedures clearly and in sequential order. The teacher considers students' special needs when giving directions by modeling steps and checking for student

- understanding before continuing with activity.
- The teacher promotes literacy and enriched vocabulary through the effective use of oral and written language.
- The teacher models correct grammar and appropriate listening and responding skills by creating engaging opportunities for student expression, often using a variety of media tools to enrich learning.

#### Teaching - Questioning and Discussion Techniques

- The teacher practices quality questioning techniques and engages students in discussion.
  - The teacher asks questions which ensure student engagement and enhance learning. The teacher's level of questioning promotes higher-order thinking.
  - The teacher plans and initiates discussion techniques and is able to sustain an inclusive discussion, demonstrating higher-order thinking that engages all students.
  - The teacher expects students to explain and justify their answers. In addition, productive discussion norms are established and adhered to by students and the teacher.

#### Teaching - Student Engagement

- The teacher delivers instruction to motivate and engage students in a deep understanding of the content.
  - The teacher provides relevant activities and assignments appropriate to students that encourage students to explore content further.
  - The teacher initiates or adapts activities and assignments to enhance student depth of understanding.
  - The teacher creates instructional groups that are flexible and varied to achieve instructional goals and to promote student interaction.
  - The teacher shows flexibility by using a variety of presentation methods to match student needs.

#### Teaching - Use of Assessment in Instruction

- The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making.
  - The teacher uses assessments that are appropriate for their intended use, ones that reflect the learning targets.
  - The teacher identifies and eliminates sources of bias and distortion often working with colleagues to build valid, reliable common assessments and/or rubrics.
  - The teacher analyzes classroom summative and benchmark assessment data to monitor individual mastery of objectives and reviews collective data to make program and instructional changes.
  - The teacher uses classroom formative assessment to elicit sufficient detail to pinpoint specific problems with student progress.
  - The teacher teams with colleagues to examine student work and build common assessments and rubrics.
  - The teacher provides descriptive feedback in a timely manner and intervenes as needed.
  - The teacher shares results of classroom summative and benchmark assessment with students to identify progress toward mastery of learning objectives.
  - The teacher uses classroom formative assessment to provide specific, descriptive feedback that identifies the skills and information students have acquired and the next steps for improvement.
  - The teacher encourages students to monitor their own progress using the feedback.
  - The teacher utilizes analytic rubrics, checklists, and other self-assessment tools in the ongoing classroom formative assessment process enabling students to recognize strengths and weaknesses in their work and clarify learning targets.
  - The teacher provides time and opportunity for students to use descriptive feedback to set goals for improvement, thus increasing their motivation to learn.

#### Teaching - Demonstrating Flexibility and Responsiveness

- The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”
  - The teacher uses lesson plans with flexibility, and smoothly adjusts instructional strategies as needed. The teacher monitors student learning and adjusts instruction in response to student feedback.
  - The teacher adjusts the curriculum timeline to meet student needs.
  - The teacher regularly polls students’ interests to plan upcoming topics. Additionally, the teacher uses this information to deliver instruction that teaches content tailored to students’ interests.
  - The teacher is focused on student achievement. Lessons are revisited frequently to ensure the material is mastered. The teacher has scheduled time to provide assistance for students who require extra help.

#### Professional Responsibilities for Self-Renewal - Professional Learning

- The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on changing how to learn, teach and work in a global and digital society.
  - The teacher seeks opportunities for professional development beyond those that are required. The teacher welcomes feedback from both colleagues and supervisors and/or through professional collaboration, and exhibits transparency of practice.

#### Professional Responsibilities for Self-Renewal - Professional Collaborative Practice

- The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice for the purpose of addressing questions and issues related to the school and student achievement.
  - The teacher actively participates in and or facilitates a collaborative team. Teacher consistently contributes to group learning, and utilizes the knowledge and skills gained.

#### Professional Responsibilities for Self-Renewal - Reflection on Practice

- The teacher engages in continuous critical examination of his/her teaching practice and makes adjustments based on data.
  - The teacher uses both formative and summative assessments and reflective practices to adjust instruction and then differentiates it to provide appropriate interventions for students.

#### Professional Responsibilities for Self-Renewal - Professional Contribution

- The teacher contributes to the effectiveness, vitality, and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students.
  - The teacher actively participates in the investigation of best practices. Teacher consistently implements those practices. Teacher shares results of investigation within the school community.

#### Professional Responsibilities for School and Community

- The teacher’s primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility to improve the school in which they work.
- The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture.
- Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place.
- A teacher’s professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community.

- The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

**PHYSICAL DEMANDS:**

The physical demands described 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 reach, stand, walk, lift, grasp, write, talk, hear, see, use technology such as computers and multi-media equipment, and use repetitive motions. While performing the duties of this job, the employee may frequently lift and/or move at least 10 pounds of materials. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, 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 members.

**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. Most commonly, the educational setting is indoors with outdoor settings for recess and field trip activities. The noise level in the work environment is low to moderate (20-60 dB). Exceptions include gymnasiums as well as vocational/ technical laboratories where the noise levels may be moderate to loud (60-90 dB).

*The information contained in the job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed by this position.*

**Perform Other Job-Related Duties and Responsibilities as Assigned by the Principal and/or Assistant Principal**

**Amended:** October 25, 2016