

Meeker School District Re-1

Job Description

Title: Classroom Teacher
Department(s): Instructional Staff
Reports to: Building Principal
Work Year: Student Days + Scheduled In Service



Job Summary:

Plans instruction and assessment aligned with District learner outcomes and State Standards-based curriculum. Supports an educational environment that will promote higher levels of student achievement through personal and professional development. Maintain positive interpersonal relationships with students, parents, staff, and community members.

Summary of essential job function:

1. Models ethical standards, continual growth, collaborative work, and care and concern for students, materials, and facilities.
 - Adheres to the code of ethics of the teaching profession of the State of Colorado.
 - Accepts, fulfills, and supports assigned building procedures, responsibilities and duties in a prompt and efficient manner.
 - Follows Board of Education policies and other rules, regulations, or procedures that may be established by the central or building administration.
 - Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations in an effective and prompt manner.
 - Participates in staff development activities, continuing education courses and/or professional organizations to meet educational goals.
 - Implements new learning from staff development opportunities.
 - Works together across grade level/content areas to implement standards, instruction, and assessment, and to adopt best practice, products, and programs.
 - Reports suspected/confirmed injury or abuse of students to building administration and proper authorities.
 - Provides and promotes an educationally, emotionally, and physically safe environment for students.
 - Models and ensures student awareness of proper use of materials, equipment and/or facilities.
2. The Classroom teacher demonstrates effective classroom management strategies.

- Establishes classroom routines and acceptable behaviors, then recognizes and reinforces those positive behaviors.
 - Uses appropriate behavior management plans and uses appropriate solutions when identifying student behavioral problems.
 - Provides clear, concise and reasonable directions, and then offers appropriate levels of questioning and responses while checking for understanding.
 - Communicates the belief that all students can learn and sets high expectations for student learning while providing opportunities for student success.
 - Maximizes instructional time.
3. The classroom teacher will use state and district standards to drive the design of standards-based assessment, planning and instruction.
- Clearly displays and ensures that students are aware of the standards and benchmarks.
 - Use appropriate assessment data to guide instruction prior to and following instruction, and communicates that data to students, parents and administrators effectively.
 - Provides adaptations and multiple ways for students to express their learning and adjusts instruction, curriculum and assessment to meet individual learning needs.
 - Establishes clear expectations for student learning at the beginning of each assignment or course, shares assessment criteria for assessments so students know how to demonstrate proficiency, then uses instructional strategies that are aligned to the assessment.
 - Uses standards-based lesson design and unit organizers to plan instruction.
 - Begins instruction at student's performance level. (Pre-assesses students)
 - Utilizes adopted curricular and assessment materials as the primary instructional guide.
 - Helps students take responsibility and ownership for their own learning.
 - Utilizes and/or develops classroom and building remediation and enrichment strategies.
 - Uses both objective and subjective data to improve student learning through improved instruction.
4. The Classroom teacher uses personal and civic responsibility as essential elements in the development of instruction and curriculum.
- Provides opportunities for students to fulfill classroom leadership and team-building roles.
 - Practices and promotes respectful behavior to self and others.
 - Practices and promotes personal hygiene, health, safety, and self-esteem.
 - Practices and promotes gender, ethnic, and socio-economic equality.
 - Shows empathy toward students and other school professionals.
5. The Classroom teacher demonstrates knowledge in and the implementation of the following areas:

- READ Act in relation to the accommodations/modifications of a student's READ Plan.
 - Current assessment system approved by the State of Colorado.
 - Special Education laws and practices in relation to the accommodations/modifications of a student's Individual Education Plan.
 - District and building curriculum and assessment tools.
 - Technology as a tool for classroom learning and instruction.
 - Technology as a tool for classroom management, organization, grading, and attendance regularly as expected per building principal.
 - Other building-adopted curricular and assessment tools.
6. The classroom teacher demonstrates effective and appropriate communication skills.
- Records, makes available, and demonstrates in a timely manner, student progress to students, parents/guardians, and principals through state, district, building, formal and informal classroom assessments as required by law, district policy, and administrative regulations.
 - Maintains a professional manner when conferencing with a parent/guardian, and deals with concerns effectively and professionally.
 - Practices good communication skills with colleagues, students, and parents to support student learning as a shared responsibility.
7. The ESL classroom teacher utilizes the process for the district's second language program (when applicable).
- Conducts testing as appropriate and provides accurate assessment data.
 - Completes district and building reports as requested.
 - Uses appropriate procedures for staffing students into and out of the program including monitoring students who have been exited from the program.
 - Provides second language students with additional individualized instruction as needed.
 - Provides necessary assistance to regular education teachers.
 - Works with parents/guardians of second language learners to involve them in the education of their students.
8. The special education classroom teacher implements federal, state, and district guidelines in the organization and delivery of special education services (where applicable).
- Provides case management (oversees special education processes)
 - Develops and implements IEPs
 - Assists in the identification and programming for students with disabilities
 - Plans instruction consistent with the IEP
 - Works with staff to ensure that the academic success of special education students is the responsibility of all the student's teachers.
 - Provides ongoing consultation services.
 - Provides effective use of instructional time.
 - Strives to enable the student to be a successful, independent learner whenever possible.

Qualifications and Experience:

- The teacher must be appropriately certified and/or licensed as a teacher in the State of Colorado as provided by law.
- Licensed staff must be qualified for the area or grade level in which they perform, meeting Colorado Department of Education accreditation standards.
- Demonstrate effective problem solving skills.
- Knowledge of curriculum, assessment, models of instruction.
- Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable

Clearances:

- Criminal Justice Fingerprint/Background Check.
- Colorado Department of Education Teaching License

Physical Demands:

- The employee must occasionally lift and/or move up to 50 pounds.

Work Environment:

- The noise level in the work environment can be loud and distracting at times.
- The work environment can involve high stress tasks.

Disclaimer:

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as assigned by the Superintendent.