

## WINSLOW UNIFIED SCHOOL DISTRICT NO. 1 – POSITION DESCRIPTION

**TITLE:** TEACHER

**EMPLOYEE CLASSIFICATION:** Exempt, Certified

**MINIMUM QUALIFICATIONS:**

- Bachelor's degree from regionally accredited college or university
- Valid Arizona teacher certification
- Endorsement by the Arizona Department of Education in the subject and level to be taught

**OVERVIEW OF JOB DESCRIPTION:** To create a flexible program and an environment favorable to learning and personal growth for students; to motivate each student to develop skills, knowledge, and attitudes in accordance with ability; to develop the student's special talents; to develop sound opinions based on facts; and to develop proficiency in inquiry skills and concepts.

**PERFORMANCE RESPONSIBILITIES:**

1. Follows local, state and federal law and adheres to State Department of Education and local school board policy.
2. Meets or exceeds the Arizona Professional Teacher Standards.
3. Meets and instructs assigned classes in the locations and at the times designated.
4. Teaches skills, knowledge, and attitudes to students on a grade level in the curriculum area of assignment, utilizing courses of study prescribed by the Governing Board or other appropriate agencies.
5. Provides individual and small group instruction in order to adapt the curriculum to the needs of students with varying intellectual abilities, attitudes, and cultural backgrounds.
6. Provides instruction whereby students may develop concepts and appreciation for the course of study, enhancing their ability to make qualified judgments.
7. Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration and work time.
8. Develops students' abilities for critical analysis and encourages independent thought and expression of original ideas.
9. Evaluates and maintains an accurate written record of each student's performance, growth skills and knowledge.
10. Identifies student needs and cooperates with other professional staff members in helping students solve health, attitude, and learning problems.
11. Establishes and maintains standards of student behavior needed to provide an orderly and productive learning environment.
12. Participates in curriculum planning and program development within the school of assignment, as well as on the district level.
13. Confers, as needed, with parents to discuss the individual student's progress.
14. Selects and requisitions textbooks and instructional aids appropriate to the interest and maturity level of students.
15. Follows the adopted district curriculum which is aligned with Arizona academic standards and state mandated testing.
16. Supervises as assigned, student activities both in and out of the classroom during the regular work day.
17. Assists in implementing all policies and regulations concerning the administration of the school.
18. Maintains professional competence through in-service education activities provided by the district, and/or in self-selected professional growth activities.
19. Plans and supervises purposeful assignments for paraprofessionals, when appropriate.
20. Attends faculty meetings, participates on faculty committees, and sponsors student activities when assigned.
21. Prepares reports and maintains required inventory records.
22. Performs other job relevant duties as assigned.

**REPORTS TO:** Principal

**TERMS OF EMPLOYMENT:** Work year to be established by the Board. Salary is determined by individual training and experience level on approved salary schedule.

**EVALUATION:** Performance of this position will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**ADA ACCOMMODATIONS:** Decisions regarding appropriate and reasonable accommodation(s) will be based upon the merits of each situation. The principal criteria will be that of effectiveness and safety.

Approved by Board: 6-22-17

## **Arizona Professional Teacher Standards**

### **Standard #1: Designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan.**

The performance assessment shall measure the extent to which the teacher's planning:

1. Focuses instruction on Arizona's academic standards
2. Focuses instruction on the school's and district's academic standards
3. Aligns curriculum with the student assessments
4. Addresses any physical, mental, social cultural, and community differences among learners
5. Addresses prior knowledge of individuals and group performance
6. Indicates short and long term curriculum goals
7. Includes appropriate use of a variety of methods, materials, and resources
8. Includes learning experiences that are developmentally appropriate for learners
9. Includes learning experiences that address a variety of cognitive levels
10. Includes learning experiences that are appropriate for curriculum goals
11. Includes learning experiences that are based upon principles of effective instruction
12. Includes learning experiences that accurately represent content
13. Incorporates appropriate assessments of student progress

### **Standard #2: Creates and maintains a learning climate that supports the development of student's abilities to meet Arizona's academic standards.**

The performance assessment shall measure the extent to which the teacher:

1. Establishes and maintains standards of mutual respect
2. Displays effective classroom management
3. Encourages the student to demonstrate self-discipline and responsibility to self and others
4. Respects the individual differences among learners.
5. Facilitates people working productively and cooperatively with each other
6. Provides a motivating learning environment
7. Promotes appropriate classroom participation
8. Listens thoughtfully and responsively
9. Organizes materials, equipment and other resources appropriately
10. Applies to daily practice the ethics of the profession

### **Standard #3: Implements and manages instruction that develops student's abilities to meet Arizona's academic standards.**

The performance assessment shall measure the extent to which the teacher:

1. Appropriately implements a teacher-designed lesson plan
2. Communicates to students specific standards and high expectations for learning
3. Links learning with students' prior knowledge, experiences, and backgrounds
4. Models the skills, concepts, attributes, or thinking processes to be learned
5. Demonstrates effective written and oral communications
6. Uses appropriate language to communicate with learners clearly and accurately
7. Uses strategies that are appropriate to students' developmental levels
8. Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity
9. Encourages critical thinking
10. Connects lesson content to real life situations when appropriate
11. Uses technology and a variety of instructional resources appropriately
12. Uses a variety of effective teaching strategies to engage students actively in learning
13. Maximizes the amount of class time students are engaged in learning which results in a high level of success for students
14. Provides opportunities for students to use and practice what is learned
15. Adjusts instruction based on feedback from students

### **Standard #4: Assesses learning and communicates results to students, parents, and other professionals with respect to students' abilities to meet Arizona's academic standards.**

The performance assessment shall measure the extent to which the teacher:

1. Promotes student self-assessment
2. Uses a variety of appropriate formal and informal assessments aligned with instruction
3. Maintains records of student work and performances and uses them to guide instructional decisions
4. Offers students and parents appropriate feedback on progress toward learning expectations
5. Maintains privacy of student records and performances

Standard #5: The performance assessment shall measure the extent to which the teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' ability to meet Arizona's academic standards and transition from school to work or post-secondary education.

The performance assessment shall measure the extent to which the teacher:

1. Works with parents to enhance student learning at home and school
2. Collaborates with other professionals and agencies to improve the overall learning environment for students
3. Accesses community resources and services to foster student learning
4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
5. Collaborates with colleagues to achieve school and district goals

Standard #6: Reviews and evaluates his or her overall performance and implements a professional development plan.

The performance assessment shall measure the extent to which the teacher:

1. Reviews his or her practices and evaluates the influences of his or her practices on students growth and learning
2. Designs and continually adapts a professional development plan for improving instruction and student learning
3. Engages in activities that implement the professional development plan
4. Uses employer's documentation of his or her performance to develop a professional development plan
5. Pursues professional activities to support development as a learner and a teacher

Standard #7: Has general academic knowledge as demonstrated by the attainment of a bachelor's degree. Has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona's academic standards.

The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. Skills and concepts related to the subject area
  - a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts
  - b. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach)
2. Major facts and assumptions that are central to the discipline
3. Debates and the processes of inquiry that are central to the discipline
4. Integration of disciplinary knowledge with other subject areas
5. Connections between knowledge of the subject area and real life situations at the level of the students being taught

Standard #8: demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning.

The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level
2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas
3. Principles and techniques associated with various instructional strategies
4. Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals
5. Methods of recognizing and accommodating exceptional children
6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work
8. Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts

9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development
10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring
11. Services and resources to meet the needs of exceptional children and how to access the services and resources
12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system
13. Laws and ethics related to student, parents, and teacher rights and responsibilities

Standard #9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individual education programs.

The performance assessment shall measure the extent to which the special education teacher:

1. Demonstrates knowledge of disabilities and their educational implications
2. Demonstrates knowledge of state and federal special education laws, rules, and regulations
3. Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning
4. Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability
5. assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques
6. Utilizes paraeducator and paratherapists effectively through training and supervision