

## Job Description

<b>Position Title</b>	<b>Junior High/Senior High Teacher</b>		
<b>Building</b>	Lincoln Junior High School and GSL High School	<b>Department</b>	Varies
<b>Hours</b>	Salaried	<b>Supervisor</b>	Building Principal or Appropriate Supervisor
<b>Band and Grade</b>	C-43	<b>Tools and Equipment</b>	Classroom technology devices, i.e., iPad, Smart Board, laptop, applicable software, AV equipment, phone, and copier

<b>Primary Function</b>	Under the direction of the building principal or appropriate supervisor, develops lesson plans and presents curriculum to students. Evaluates and assesses student performance against learning objectives and determines the need to reinforce material. Utilizes a variety of instructional strategies and learning aids to present material to students. Assists the District in the development of curriculum and instruction by serving on District committees, IEP and similar staffings, and curriculum development committees to meet student needs.
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<b>Essential Duties</b>	
<b>1</b>	Develops lesson plans and decides how to present curriculum. Organizes classroom supplies and materials to meet student needs.
<b>2</b>	Instructs and presents approved curriculum to meet student needs in the classroom. Decides how to best present or reinforce the subject material that will meet student needs.
<b>3</b>	Assumes responsibility for students in the classroom and maintains discipline in the classroom in accordance with District policies and procedures.
<b>4</b>	Evaluates student performance against learning objectives. Develops a variety of tools to evaluate performance, grades performance, corrects papers, and conducts parent teacher conferences to discuss student progress.
<b>5</b>	Voluntarily serves on District committees, task forces, administrative meetings or IEP and similar meetings to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision making as defined in the master contract.
<b>6</b>	Assists in supervising students and monitoring behavior during detention, lunch hour, bus duty or hall duty as defined in the master contract.
<b>7</b>	Voluntarily supervises student teachers and interns in agreement with the master agreement.
<b>8</b>	Responsible for planning and organizing the delivery of instructional programs and services.
<b>9</b>	Responsible for diagnosing student instructional needs.
<b>10</b>	Responsible for appropriately placing students in instructional materials and/or instructional groupings.

<b>11</b>	Responsible for employing best practices methodologies in the delivery of instructional programs and services.
<b>12</b>	Responsible for grouping for instruction, as appropriate.
<b>13</b>	Responsible for assessing students' achievement.
<b>14</b>	Responsible for providing supplemental instruction to students as appropriate.
<b>15</b>	Responsible for reporting to and conferencing with parents throughout the school year.
<b>16</b>	Responsible for maintaining accurate data on student accomplishments/progress and transmitting those data to colleague staff members to ensure subsequent accuracy in student placement and instruction.
<b>17</b>	Responsible for active participation in staff development programs.
<b>18</b>	Responsible for active participation in curriculum development and textbook adoption.
<b>19</b>	Responsible for using the school district's adopted curricular materials/textbooks in the teaching/learning process.
<b>20</b>	Responsible for coordination of curricula, methodologies, and the delivery of the teaching/learning process with grade level, multi-grade level, program, and subject peers.
<b>21</b>	Responsible for collaborating with colleague staff members and the school's/district's administrative staff.
<b>22</b>	Responsible for maintaining classroom decorum and discipline.
<b>23</b>	Responsible for contributing to a positive work environment in the building.
<b>24</b>	Responsible for attending and contributing to staff meetings.
<b>25</b>	Responsible for contributing to the positive resolution of building and program deficiencies/weaknesses.
<b>26</b>	Responsible for communicating with the building's/program's supervising administrator.
<b>27</b>	Responsible for maintaining high ethical standards and a cooperative attitude in dispensing the duties of the position.
<b>28</b>	Responsible for implementing school district policies and building/program procedures and guidelines.
<b>29</b>	Junior High Teacher – Guides students through transition from Lakeside to Lincoln and/or from Lincoln to the High School; applauds student and colleague accomplishments; creates procedures and routines that help with organization and encourages successful school experiences; determines student needs, strengths, interests, hobbies, family make-up for the purpose of meeting the needs of each individual student, especially in the areas of communication and other language arts skills, especially in reading, writing, thinking, speaking, and learning; creates, delivers, and evaluates materials, lessons, performances in a positive and integrated approach to learning; communicates with students and parents regarding student performance; regularly communicates with colleagues, staff, and administration; participates in district committees; seeks out opportunities to grow as a teacher, and to keep up with changes in education and subject matter; learns, teaches, evaluates, communicates, and participates in a variety of activities that support education, and the district communities.

<b>30</b>	High School Teacher – Responsible for providing innovative, ability-appropriate lessons to high school students in grades 9-12; adapts lessons to meet graduation standards, special education needs, and the range of abilities of the students in the classroom; maintains a positive learning environment; meets the emotional needs of the students along with the academic needs; maintains an on-line gradebook through Infinite Campus; grades work on a daily basis; interacts with coworkers and administration in a positive manner to advance the academia of GSL; sends positive e-mails or phone calls to parents concerning their child; keeps classroom neat, orderly, and interesting (cleaning tables, chairs, white boards, etc.); uses technology to enhance learning; reads educational literature to stay current with teaching strategies; attends student activities throughout the year; places orders for necessary materials; and makes photocopies.
<b>31</b>	Industrial Technology Teacher – Writes lessons plans; orders, organizes, and prepares materials; prepares labs that include machines, tools, and technology and makes sure the labs are safe and in working order; supervises the cleaning of Labs 340 and 332; grades and records student work; maintains student work stations, benches, and lockers; makes purchasing runs to lumber yards and hardware stores; and improves and updates curriculum.
<b>32</b>	Business Education Teacher – Teaches curriculum for high school business, multimedia presentations, and business applications; teaches elementary keyboarding for grades 3-6 (depending on schedule); completes grades for all students; helps students that aren't in classes with computer issues; and communicates with parents as needed.
<b>33</b>	Art Teacher – Teaches two-dimensional art, three-dimensional art, drawing, pottery, painting studio art, independent study, 7 <sup>th</sup> grade art, and 8 <sup>th</sup> grade art (depending on schedule); holds Art Club after school; and helps prepare students for MSHSL Visual Arts.
<b>34</b>	Band Teacher – Teaches 5 <sup>th</sup> and 6 <sup>th</sup> grade lessons at St. Pius and at First Lutheran; 7 <sup>th</sup> grade band; 8 <sup>th</sup> grade band; junior high lessons; 9 <sup>th</sup> grade band; symphonic band; high school lessons, study hall, jazz ensemble, drumline (some years), pep band, musical pit orchestra (depending on schedule); serves as department head; and serves as accompanist for choir and for solos and ensembles.
<b>35</b>	Spanish Teacher – Teaches high school Spanish curriculum; occasionally translates spoken language or written work for the high school and junior high.
<b>36</b>	Provides remedial assistance for students, i.e. an MCA Language Arts class which works with students who have yet to pass the MCA-II Reading Tests, and teach and reinforce the Plato curriculum for remedial 8 <sup>th</sup> grade students.
<b>37</b>	Serves on various committees and teams, i.e. Crisis Team, SAT Team, Leadership Team, and attends staff meetings when required.
<b>38</b>	Places assignments online; does gym and/or bus duty as assigned, and monitors halls during most passing time.
<b>39</b>	Provides extra help for students before and after school.
<b>40</b>	Responsible for other reasonable duties as may be assigned by the supervising administrators(s).
<b>41</b>	Responsible for keeping his or her portion of the website updated.
<b>42</b>	Performs other duties of a similar level or type as defined in the master contract.

<b>Minimum Qualifications</b>	Bachelor's Degree in Education with appropriate licensure from the Minnesota Department of Education.
<b>Knowledge Required</b>	<ul style="list-style-type: none"> <li>• Knowledge of teaching principles, practices, techniques and approaches.</li> <li>• Knowledge of child development theories and development stages and needs.</li> <li>• Knowledge of learning theory and approaches.</li> <li>• Knowledge of assessment procedures and techniques, test construction and evaluation methods.</li> <li>• Knowledge of subject material, concepts and issues related to grade/subject of instruction.</li> </ul>
<b>Skills Required</b>	<ul style="list-style-type: none"> <li>• Skill in planning and developing lesson plans consistent with approved curriculum.</li> <li>• Skill in presenting complex materials and concepts in an understandable and level appropriate manner.</li> <li>• Skill in assessing and evaluating student performance and needs.</li> <li>• Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.</li> </ul>
<b>Physical Activities/ Requirements</b>	<p>Reaching, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions.</p> <p>Sedentary work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.</p>