

## SCHOOL DISTRICT OF BAKER COUNTY JOB DESCRIPTION

### TEACHER

#### QUALIFICATIONS:

- (1) Bachelor's Degree from an accredited educational institution.
- (2) Certified by the State of Florida in the appropriate area.
- (3) Satisfactory criminal background check and drug screening.

#### KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child development and especially of characteristics of children in the age group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents, and others. Ability to plan and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyzes test results, and prescribes actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators, and others.

#### REPORTS TO:

Principal

#### JOB GOAL

To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

#### SUPERVISES:

N/A

#### PERFORMANCE RESPONSIBILITIES:

- \* (1) Establish long and short range plans based on student needs and District and state curriculum requirements.
- \* (2) Select, develop, or modify instructional materials to enhance learning and meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles, and special needs.
- \* (3) Plan and prepare work for students which are clear, compelling and engaging.
- \* (4) Plan and prepare lessons and instructional delivery systems which include clear links to the school improvement plan and the District mission.
- \* (5) Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.
- \* (6) Assist in preparing for changing curriculum needs and continuous improvement.
- \* (7) Maintain a positive, organized, and safe learning environment.

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- \* (8) Manage time effectively.
- \* (9) Manage materials and equipment effectively.
- \* (10) Instruct and supervise the work of volunteers and aides when assigned.
- \* (11) Establish and maintain effective and efficient record-keeping procedures.
- \* (12) Use appropriate student behavior management techniques.
- \* (13) Assist in enforcement of school rules, administrative regulations, and Board policies.

### **Assessment/Evaluation:**

- \* (14) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
- \* (15) Interpret and use data, including but not limited to standardized and other test results, for diagnosis, instructional planning, and program evaluation.
- \* (16) Carry out responsibilities for test administrators, *i.e.*, handle materials in a secure manner.
- \* (17) Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction, and planning.
- \* (18) Maintain specific records of data collection.

### **Intervention/Direct Services**

- \* (19) Demonstrate knowledge and understanding of curriculum content.
- \* (20) Apply principles of learning and effective teaching in instructional delivery.
- \* (21) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- \* (22) Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
- \* (23) Use appropriate materials, technology, and resources to help meet learning needs of all students.
- \* (24) Provide appropriate instruction and modification for students with special needs.
- \* (25) Provide quality work for students, focused on meaningful, relevant, and engaging learning experiences.
- \* (26) Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
- \* (27) Provide instruction on safety procedures and proper handling of materials and equipment.
- \* (28) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

### **Technology**

- \* (29) Use appropriate technology in instructional delivery.
- \* (30) Use technology to establish an atmosphere of active learning.
- \* (31) Provide students with opportunities to use technology to gather and share information with others.
- \* (32) Facilitate student access to the use of electronic resources.
- \* (33) Explore and evaluate new technologies and their educational impact.
- \* (34) Use technology to review student assessment data.
- \* (35) Use technology for administrative tasks.
- \* (36) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- \* (37) Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student standards.
- \* (38) Maintain effective communication with parents to solicit input in relation to student needs.
- \* (39) Collaborate with peers to create quality instructional environment.

### **Staff Development**

- \* (40) Assist others in acquiring knowledge and understanding of particular areas of responsibility.
- \* (41) Engage in continuing improvement of professional knowledge and skills in an ongoing and

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- consistent manner.
- \*(42) Periodically conduct a personal assessment to determine professional growth needs with reference to the specific instructional assignment and District programs.
  - \*(43) Participate in District sponsored staff development programs.
  - \*(44) Manage within an organizational context a personal professional development program by setting specific goals and timetables.
  - \*(45) Participate in school data collection of teacher input on principals' performance assessment program.

### **Professional Responsibilities**

- \*(46) Act in a professional and ethical manner and adhere at all times to the professional Code of Ethics.
- \*(47) Perform and fulfill professional responsibilities.
- \*(48) Support by active participation in school improvement activities, services, and programs.
- \*(49) Continue to the overall school mission by supporting various school committees and services such as PTO, School Advisory Committee, text book selection, curriculum development, student activities, and accreditation.
- \*(50) Share experience and new learnings by mentoring new colleagues.
- \*(51) Perform other tasks consistent with the goals and objectives of this position.

### **Student Growth and Achievement**

- \*(52) Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification. Indicators may include: results from teacher made tests, state and local criterion and norm referenced standardized tests, portfolio assessment, professional team interaction and analysis reports, student discipline records, and others as deemed appropriate by the District and/or required by adopted curriculum standards.
- \*(53) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

\*Essential Performance Responsibilities

### **PHYSICAL REQUIREMENTS:**

Light Work: Exerting up to 20 pounds of force occasionally, and / or up to 10 pounds of force as frequently as needed to move objects.

### **TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

### **EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of personnel.