

# Classroom Teacher

This employee is responsible for instructional planning, management of behavior, delivery of instruction, and assessment of performance for all assigned students.

Duties of this position include, but are not limited to:

**1. Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content and the developmental needs of students by providing relevant learning experiences. Examples of meeting this performance expectation include, but are not limited to:

- Effectively addressing appropriate curriculum standards.
- Integrating key content elements and facilitating students' use of higher level thinking skills in instruction.
- Demonstrating the ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrating accurate knowledge of the subject matter.
- Demonstrating skills relevant to the subject area taught.
- Basing instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrating an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicating clearly and checking for understanding.

**2. Instructional Planning:** The teacher plans using the New Jersey Core Curriculum Content Standards, the school's curriculum, effective strategies, resources and data to meet the needs of all students.

Examples of meeting this performance expectation include, but are not limited to:

- Using student learning data to guide planning.
- Planning time realistically for pacing, content mastery, and transitions.
- Planning for differentiated instruction.
- Aligning lesson objectives to the school's curriculum and student learning needs.
- Developing appropriate long- and short-range plans, and adapting plans when needed.

**3. Instructional Delivery:** The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. Examples of meeting this performance expectation include, but are not limited to:

- Engaging and maintaining students in active learning.
- Building upon students' existing knowledge and skills.
- Differentiating instruction to meet students' needs.
- Reinforcing learning goals consistently throughout the lesson.
- Using a variety of effective instructional strategies and resources.
- Using instructional technology to enhance student learning.
- Communicating clearly and checking for understanding.

**4. Assessment of, and for, Learning:** The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. Examples of meeting this performance expectation include, but are not limited to:

- Using pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involving students in setting learning goals and monitoring their own progress.
- Using a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligning student assessment with established curriculum standards and benchmarks.
- Using assessment tools for both formative and summative purposes, and using grading practices that report final mastery in relationship to content goals and objectives.
- Using assessment tools for both formative and summative purposes to inform, guide and adjust students' learning.
- Giving constructive and frequent feedback to students on their learning.

**5. Learning Environment:** The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. Examples of meeting this performance expectation include, but are not limited to:

- Arranging the classroom to maximize learning while providing a safe environment.
- Establishing clear expectations, with student input, for classroom rules and procedures early in the school year, and enforcing them consistently and fairly.
- Maximizing instructional time and minimizing disruptions.
- Establishing a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promoting cultural sensitivity.
- Respecting students' diversity, including language, culture, race, gender, and special needs.
- Actively listening and paying attention to students' needs and responses.
- Maximizing instructional learning time by working with students individually, as well as in small groups or whole groups.

**6. Professionalism:** The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in, professional growth that results in enhanced student learning. Examples of meeting this performance expectation include, but are not limited to:

- Collaborating and communicating effectively within the school community to promote students' well-being and success.
- Adhering to federal and state laws, school policies and ethical guidelines.
- Incorporating learning from professional growth opportunities into instructional practice.
- Setting goals for improving knowledge and skills.
- Engaging in activities outside the classroom intended for school and student enhancement.

- Working in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Building positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serving as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrating consistent mastery of standard oral and written English in all communication.

**7. Student Academic Progress:** The work of the teacher results in acceptable, measurable, and appropriate student academic progress. Examples of meeting this performance expectation include, but are not limited to:

- Setting acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- Documenting the progress of each student throughout the year.
- Providing evidence that achievement goals have been met, including the state-provided growth measure when available, as well as other multiple measures of student growth.
- Using available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

**REPORTS TO:** Principal or Supervisor

#### **REQUIRED QUALIFICATIONS**

- Valid Arkansas Teaching License
- Required criminal history check and Mal proof of U.S. citizenship or legal resident alien status.

**2/19/16**