

Teacher

Desired Qualifications:

A Bachelor's degree from an accredited college or university.

Appropriate teaching certificate.

Ability to work with students, teachers, and parents.

Such alternatives to the above qualifications as the board may find appropriate and acceptable.

Reports to:

Building Principal

Position Goal:

To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible citizens.

Functions of a Teacher:

Meets and instructs assigned classes in the locations and at the times designated.

Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students through differentiated instruction.

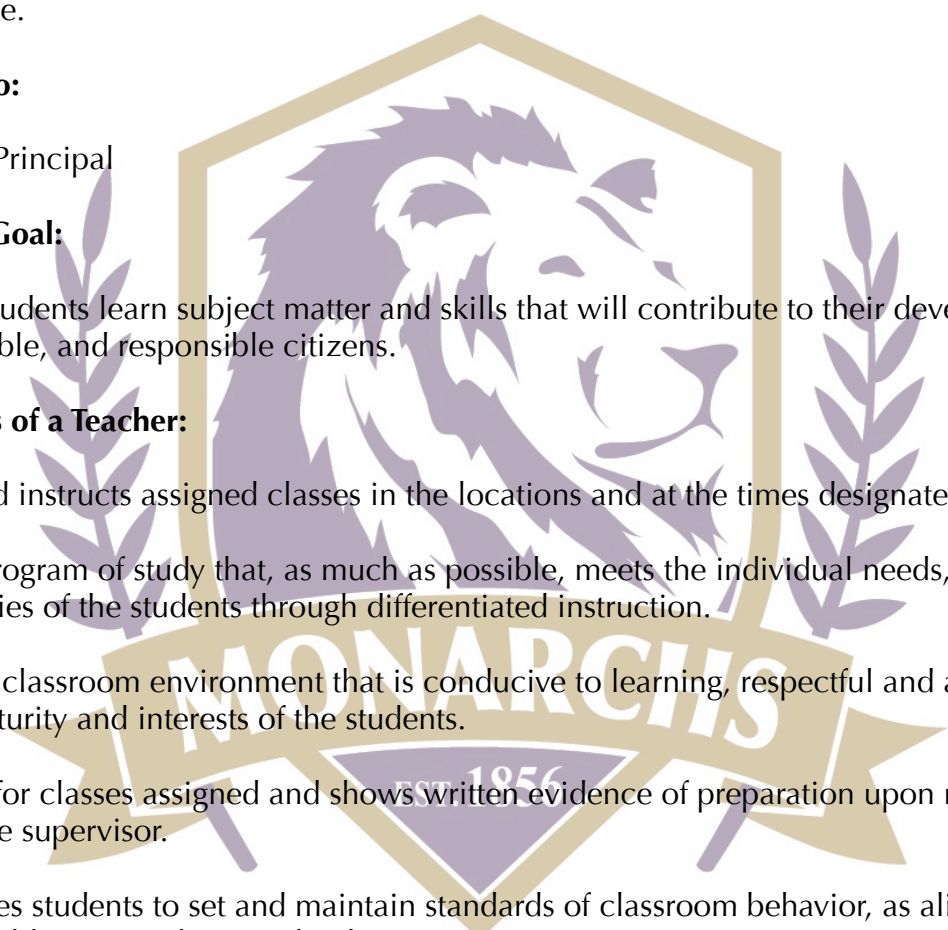
Creates a classroom environment that is conducive to learning, respectful and appropriate to the maturity and interests of the students.

Prepares for classes assigned and shows written evidence of preparation upon request of immediate supervisor.

Encourages students to set and maintain standards of classroom behavior, as aligned with school building procedures and policies.

Guides the learning process toward the achievement of curriculum goals and--in harmony with the goals--establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.

Shares both content and language objectives with students regularly.



DENISON COMMUNITY SCHOOLS

Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.

Assesses the accomplishments of students on a regular basis and provides progress reports as required.

Uses data to inform instruction through formative assessments.

Make referrals to building Student Assistance Teams (See At-Risk Plan).

Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.

Maintains accurate, complete and correct records as required by law, district policy and administrative regulation.

Assists the administration in implementing all policies and rules governing student life and conduct, and develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner, in accordance with building and district policy.

Makes provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.

Plans and supervises purposeful assignments for teacher associate(s) and volunteer(s).

Strives to maintain and improve professional competence.

Attends staff meetings and serves on staff committees as required.

Updates student management system in a timely manner as defined by administrative regulation.

Endeavors to deal with the community, students, parents, teachers, administrators, and staff members in a positive and cooperative manner.

Strives to accomplish tasks (teacher performance) that will result in student learning (teacher effectiveness). The effective teacher provides students with the best possible opportunities to learn.

Each teacher has the responsibility of setting a good example in the community and at school. Teachers are expected to approach their work in a professional manner.

They should exhibit good planning and organization, expertise with the subject matter, and the ability to lead, motivate and discipline students. Teachers should use a variety of instructional techniques and work to develop good rapport with students. A teacher's classroom, diagnostic, and evaluative skills should all contribute to student growth and progress.

Works collaboratively with others.

Willing to take leadership roles with peers and seeks opportunities to lead as needed within the building and district.

Uses technology in classroom instruction and enables students to use technology on a regular basis in their learning.

Provides evidence of student learning to students, families, and staff.

Implements strategies supporting student, building, and district goals.

Uses student performance data as a guide for decision making.

Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

Creates an environment of mutual respect, rapport, and fairness.

Participates in and contributes to a school culture that focuses on improved student learning.

Communicates with students, families, colleagues, and communities effectively and accurately.

Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.

Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.

Relates ideas and information within and across content areas.

Understands and uses instructional strategies that are appropriate to the content area.

Understands student achievement data, local standards and the district curriculum in planning for instruction.

Sets and communicates high expectations for social, behavioral, and academic success of all students.

Uses student developmental needs, background, and interests in planning for instruction.

Selects strategies to engage all students in learning.

Uses available resources, including technologies, in the development and sequencing of instruction.

Uses appropriate motivational techniques.

Aligns classroom instruction with local standards and district curriculum.

Uses research-based instructional strategies that address the full range of cognitive levels.

Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

Connects students' prior knowledge, life experiences, and interests in the instructional process.

Uses available resources, including technologies, in the delivery of instruction.

Uses effective communication skills during instruction.

Aligns classroom assessment with instruction.

Communicates assessment criteria and standards to all students and parents.

Understands and uses the results of multiple assessments to guide planning and instruction.

Guides students in goal setting and assessing their own learning.

Provides substantive, timely, and constructive feedback to students and parents.

Works with other staff and building and district leadership in analysis of student progress.

Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

Establishes, communicates, models and maintains standards of responsible student behavior.

Develops and implements classroom procedures and routines of responsible student behavior.

Uses instructional time effectively to maximize student achievement.

Creates a safe and purposeful learning environment.

Demonstrates habits and skills of continuous inquiry and learning.

Works collaboratively to improve professional practice and student learning.

Applies research, knowledge, and skills from professional development opportunities to improve practice.

Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Adheres to board policies, district procedures, and contractual obligations.

Demonstrates professional and ethical conduct as defined by state law and individual district policy.

Contributes to efforts to achieve district and building goals.

Demonstrates an understanding of and respect for all learners and staff.

Collaborates with students, families, colleagues, and communities to enhance student learning.

Shares ideas, materials and methods with other teachers.

Enhances community involvement with the school.

Has positive relationships with parents, students both individually and in larger settings.

Is readily available to students and parents.

Acknowledges the rights of others to hold differing views or values.

Uses appropriate procedures for resolving concerns/problems.

Reports pupils' progress to parents in an effective manner.

Other duties as assigned.

Terms of Employment:

Salary and length of contract to be established by the board.

Evaluation:

Performance of this position will be evaluated in accordance with provisions of the board's policy on evaluation of personnel.