

TITLE: CLASSROOM TEACHER

Definition: Directly delivers the curriculum and provides instruction for students.

QUALIFICATIONS:

1. The teacher must be appropriately certified and/or licensed in the State of Colorado as provided by law.
2. Licensed staff must be qualified for the area or grade level in which they perform, meeting Colorado Department of Education accreditation standards.

REPORTS TO: The Building Principal

JOB GOALS:

1. Colorado Revised Statute, 1973, Section 22-63-102: to instruct, direct, or supervise the instructional program ...
2. Perform teaching duties which maximize student learning and student welfare in a professionally sound, ethical, and effective manner.
3. Perform teaching and supervisory activities with a professional service orientation toward students, parents, and community constituents.

PROFESSIONAL/ETHICAL RESPONSIBILITIES:

It is imperative that the person employed in this position display, at all times, acceptable professional and ethical standards. These expectations are as follows, but are not limited to:

1. Confidentiality
2. Courtesy
3. Cooperation and positiveness
4. Reliability/Punctuality
5. Accuracy and efficiency
6. Timeliness in respect to deadlines
7. Respectfulness toward others

PERFORMANCE RESPONSIBILITIES (but not limited to):

1. The school professional models ethical standards, continual growth, collaborative work, and care and concern for students, materials, and facilities.
  - a. Adheres to the code of ethics of the teaching profession of the State of Colorado.
  - b. Accepts, fulfills, and supports assigned building procedures, responsibilities, and duties in a prompt and efficient manner.
  - c. Follows Board of Education policies and other rules, regulations, or procedures that may be established by the central or building administration.
  - d. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulations in an effective and prompt manner.
  - e. Participates in staff development activities, continuing education courses, and/or professional organizations to meet educational goals.
  - f. Implements new learning from staff development opportunities.
  - g. Works together across grade level/content areas to implement standards, instruction, and assessment, and to adapt best practice, products, and programs.
  - h. Reports suspected/confirmed injury or abuse of students to building administration and proper authorities as observed.
  - i. Provides and promotes an educationally, emotionally, and physically safe environment for students.
  - j. Models and ensures student awareness of proper use of materials, equipment, and/or facilities.

2. The school professional demonstrates effective classroom management strategies.
  - a. Establishes classroom routines and acceptable behaviors; then recognizes and reinforces those positive behaviors.
  - b. Uses appropriate behavior management plans and uses appropriate solutions when identifying student behavioral problems.
  - c. Provides clear, concise, and reasonable directions, and then offers appropriate levels of questioning and responses while checking for understanding.
  - d. Communicates the belief that all students can learn and sets high expectations for student learning while providing opportunities for student success.
  - e. Maximizes instruction time.
3. The school professional will use state and district standards to drive the design of standards-based assessment, planning, and instruction.
  - a. Clearly displays and ensures that students are aware of the standards and benchmarks.
  - b. Uses appropriate assessment data to guide instruction prior to and following instruction, and communicates that data to students, parents, and administrators effectively.
  - c. Provides adaptations and multiple ways for students to express their learning, and adjusts instruction, curriculum, and assessment to meet individual learning needs.
  - d. Establishes clear expectations for student learning at the beginning of each assignment or course, shares assessment criteria for assignments so students know how to demonstrate proficiency, then uses instructional strategies that are aligned to the assessment.
  - e. Uses standards-based lesson design and unit organizers to plan instruction. (Real-world applications, cross-curricular applications, varied strategies, and multiple standards are incorporated.)
  - f. Begins instruction at student's performance level. (Pre-assesses students)
  - g. Utilizes adopted curricular and assessment materials as the primary instructional guide.
  - h. Helps students take responsibility and ownership for their own learning.
  - i. Utilizes and/or develops classroom and building remediation and enrichment strategies.
  - j. Uses both objective and subjective data (formal assessments, observations, teacher judgment, external input, etc.) to improve student learning through improved instruction.
4. The school professional uses personal and civic responsibility as essential elements in the development of instruction and curriculum.
  - a. Provides opportunities for students to fulfill classroom leadership and team-building roles.
  - b. Practices and promotes respectful behavior to self and others.
  - c. Practices and promotes personal hygiene, health, safety, and self-esteem.
  - d. Practices and promotes gender, ethnic, and socio-economic equality.
  - e. Shows empathy toward students and other school professionals.
5. The school professional demonstrates knowledge in and the implementation of the following areas:
  - a. Colorado Basic Literacy Act in relation to the accommodations/modifications of a student's Individual Literacy Plan (I.L.P.)
  - b. Colorado Student Assessment Program
  - c. Special Education laws and practices in relation to the accommodations/modifications of a student's Individual Education Plan (I.E.P.).
  - d. District and building curriculum and assessment tools.
  - e. Technology as a tool for classroom learning and instruction.
  - f. Technology as a tool for classroom management, organization, grading, and attendance as appropriate per building.
  - g. Current district literacy strategies.
  - h. Other building-adopted curricular and assessment tools.
6. The school professional demonstrates effective and appropriate communication skills.
  - a. Records, makes available, and demonstrates in a timely manner student progress to students, parents/guardians, and principals through state, district, building, formal, and

- informal classroom assessments as required by law, district policy, and administrative regulations.
- b. Maintains a professional manner when conferencing with a parent/guardian, and deals with parent/guardian concerns effectively and professionally.
  - c. Practices good communication skills with colleagues, students, and parents to support student learning as a shared responsibility.
7. The ESL school professional utilizes the process for the district's second language program (when applicable).
- a. Conducts testing as appropriate and provides accurate assessment data.
  - b. Completes district and building reports as requested.
  - c. Uses appropriate procedures for staffing students into and out of the program, including monitoring students who have been exited from the program.
  - d. Provides second language students with additional individualized instruction as needed.
  - e. Provides necessary assistance to regular education teachers.
  - f. Works with parents/guardians of second language learners to involve them in the education of their students.
8. The special education school professional implements federal, state, and district guidelines in the organization and delivery of special education services (when applicable).
- a. Assists in the identification and programming for handicapped students.
  - b. Plans instruction consistent with the IEP and works with staff to ensure that the academic success of special education students is the responsibility of all the student's teachers.
  - c. Provides ongoing consultation services.
  - d. Provides effective use of instructional time.
  - e. Strives to enable the student to be a successful, independent learner whenever possible.

#### TERMS OF EMPLOYMENT

1. Number of Teacher Days assigned annually.
2. Salary and benefits as per Board policy.

EVALUATION: Performance of this job will be evaluated in accordance with the Board policy and procedure for evaluation of certified/licensed staff.

ADOPTED: April 4, 1995  
REVISED: February 6, 1996  
STAFF HANDBOOK: August 2002