

Lincoln Parish Schools

Job Description

POSITION TITLE:	Teacher, Pre K–12
QUALIFICATIONS:	College degree, valid Louisiana Teaching Certificate in the field of instruction
REPORTS TO:	Principal
JOB GOAL:	To lead and supervise students toward realizing their intellectual, emotional, and psychological potential and to perform tasks which may be necessary for the efficient operation of the school.

PERFORMANCE RESPONSIBILITIES:

Planning and Preparation: Setting Instructional Outcomes

An effective teacher sets instructional outcomes that:

1. Represent high expectations and rigor.
2. Are related to “big ideas” of the discipline.
3. a. Are written in terms of what students will learn rather than do.
b. Represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.
4. Are suitable to groups of students in the class, differentiated where necessary.
5. Are clearly presented in student-friendly terms
6. For core subjects, are based on Lincoln Parish Curriculum, Instruction, and Assessment (CIA) Guidelines (ELA guidebooks, Social Studies Scope and Sequence, Current Science)

The Classroom Environment: Managing Classroom Procedures

An effective teacher manages classroom routines and procedures so that:

1. The students are productively engaged during **small group** work.
2. a. **Transitions** between large and small group activities are smooth.
b. Routines for **distribution and collection of materials** and supplies work efficiently.
c. **Classroom routines** function smoothly.
d. **Teacher management** is consistently successful.
3. A **classroom discipline plan** that is tied to the school-wide discipline plan, including verbal contact with parents, is implemented.
4. There is evidence that **behavior intervention plans** are implemented for students struggling with the regular classroom discipline plan
5. **Student-teacher relationships** reflect positive climate, enthusiasm, and established expectations

Instruction: Using Questioning and Discussion Techniques

An effective teacher:

1. a. Uses open-ended **questions**, inviting **students to think** and/or have multiple possible answers.
b. Makes effective use of wait time.
2. a. Builds on/ uses **student responses** to questions effectively.
b. Leads **discussions** that enable students to talk to one another, without ongoing mediation by the teacher. (Chat Chart/Talk Moves guides classroom discussions daily.)
c. Calls on most students, even those who don’t initially volunteer.
d. Ensures that many students actively engage in the **discussion**

Instruction: Engaging Students in Learning

An effective teacher engages students in learning by:

1. Ensuring most students are **intellectually engaged** in the lesson.
2. a. Insuring **learning tasks** have multiple correct responses or approaches and/or demand higher order thinking.
b. Providing students some choice in how they complete **learning tasks**.
3. Ensuring there is a mix of different types of **groupings**, suitable to the lesson objectives.
4. Providing **materials and resources** that support the learning goals and require intellectual engagement, as appropriate.
5. Establishing the **pacing** of the lesson to provide students the time needed to be intellectually engaged.
6. Insuring the **learning tasks AND activities** are aligned with instructional outcomes.
7. Safeguarding the successful implementation of **Lincoln Parish CIA** (Curriculum, Instruction, and Assessment)
8. Providing with fidelity **student-specific viable interventions (RTI)** for students failing to meet the standards

Instruction: Using Assessment in Instruction

An effective teacher uses assessment as an integral part of instruction demonstrating that:

1. Students indicate that they clearly understand the characteristics of **high quality work**.
2. The teacher elicits evidence of **student understanding** during the lesson. Students are invited to assess their own work and make improvements.
3. **Feedback** includes specific and timely guidance for at least groups of students.
4. The teacher attempts to engage students in **self- or peer-assessment**.
5. When necessary, the teacher makes **adjustments to the lesson** to enhance understanding by groups of students.
6. **Assessments** are aligned to the Lincoln Parish Curriculum, Instruction, and Assessment (CIA) Guidelines and mirror the rigor and structure of state assessments.

PROFESSIONAL RESPONSIBILITIES:

An effective teacher:

1. Performs any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed
2. Completes and returns all forms, lesson plans, reports, evaluation documents, etc. by required dates
3. Remains open to suggestions and innovative ideas
4. Exerts every effort to constructively involve parents in the school
5. Provides regular information regarding student progress to parents
6. Communicates appropriately and works effectively with all populations
7. Follows the Louisiana/Lincoln Parish Teacher Performance Evaluation Rubric
8. Supports, implements, assists with, and/or ensures application of district initiatives and other programs or directives of the Superintendent and Board.
9. Exhibits desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
10. Follows the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.

Special Education Teachers Only:

1. Completes Individual Education Plans (IEP's) and holds IEP meetings within expected timelines.
2. Sends IEP's to the special education office within 10 days of IEP date.
3. Ensures IEP's have all required signatures.
4. Ensures IEP's are validated and all errors corrected prior to submission.
5. Shares all student accommodations with applicable regular classroom teachers.
6. Provides and follows consistently a daily schedule to school principal, special education supervisor, and applicable regular education teachers.
7. Schedules IEP meetings at times other than scheduled classroom time.
8. Collaborates regularly with applicable regular classroom teachers regarding instruction and student progress.

TERMS OF EMPLOYMENT: Nine (9) months

EVALUATION: Performance in this position will be evaluated annually in accordance with the Board's policy by the site principal or designee.

SALARY RANGE: See Lincoln Parish Teacher Salary Schedule

While the operation of the Lincoln Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.