

SECTION I: GENERAL INFORMATION

Classification Title: Licensed Teacher K-12	Department: Instruction	Unit: Teacher
Immediate Supervisor: Building Principal	Grade Placement: As per work agreement	FLSA Status: Exempt
Job Summary: Under the direction of the Building Principal, the Licensed Teacher represents a broad grouping of diverse and different instructional positions responsible for developing lesson plans and presenting district curriculum in assigned instructional subjects; educating students on the standards approved by the State of Minnesota, delivering and instructing students in lesson plans and instructional material; evaluating and assessing student progress against instructional outcomes and objectives, and for maintaining classroom management. Licensed Teachers also participate and collaborate with other instructional professionals, administrators, parents, counselors, and other district personnel concerning student needs, issues and district learning initiatives, curriculum and building issues. Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.		

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Plans and develops instructional plans, lessons, experiments, and other support activities to present approved district curriculum in accordance with district goals and objectives. Determines needs and abilities of students and determines methods and techniques to best present and provide instruction to students within assigned subject(s) areas.
2. Provides and delivers classroom instruction to students incorporating the essential elements of instruction.
 - Provides instruction at appropriate levels of difficulty and in accordance with district curriculum guidelines and criteria.
 - Assesses student progress and determining the need for additional reinforcement or adjustments to instructional plans/techniques/goals.
 - Teaches specific learning objectives.
 - Determines and employs various teaching techniques, methods and principles of learning to best the needs of students and district learning outcomes.
3. Evaluates student performance against learning objectives. Develops tests to test performance in accordance with established procedures, grades performance, corrects papers, provides students appropriate feedback, and conducts parent teacher conferences to discuss student progress, problems, strengths, concerns or other pertinent issues of the student, family and school.
4. Oversees and assures proper classroom management activities within the classroom. Performs such activities as:
 - Establishes and maintains student control and discipline in the classroom, school premises or during school activities by communicating expectations of appropriate behavior.
 - Employs and implements a classroom structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district policies and procedures.
 - Maintains accurate and complete records of student progress and achievement.
 - Updates all necessary records accurately and completely as required by laws, district policies, and school regulations.

- Prepares required reports on students and activities.
- Provides instructional leadership to other support staff within the classroom involved instructional support activities and functions. Assigns activities, provides guidance and instructional oversight (i.e. interns, educational assistants, etc.).
 - Collaborates with other educational professionals and administrators regarding the needs of students, instructional needs, new instructional technologies or approaches to student problems, learning or curriculum. Serves on District committees, task forces, administrative meetings or IEP meetings to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision-making and improvement processes.
 - Performs other duties of a comparable level or type, as required.
 - Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
 - Attends training sessions, conferences, seminars, district and departmental meetings.
 - Keeps abreast of changing developments, trends, instructional and educational technologies.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:

REQUIRED EDUCATION/TRAINING (choose one)				DEGREE INFORMATION:	
less than high school diploma				Type of degree: (B.S., M.A., etc.) Bachelor's Degree	
High school diploma or GED.				Major field of study or degree emphasis: Education and focus on a specialty area.	
1 year college		2 years college			
3 years college	x	4 years college			
1st year graduate level				Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
2nd year graduate level					
				• Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs. • Knowledge of current trends, theories and technologies pertaining to learning and instruction. • Knowledge of assessment procedures and techniques, test construction and evaluation methods. • Knowledge of subject material, concepts and issues related to grade/subject of assignment. • Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases). • Knowledge of instructional technologies and software, equipment, tools and devices used in presenting instruction, documenting assessments, student progress or other classroom administrative requirements of the district.	
LICENSE/ CERTIFICATION		Identify licenses/certification required: Valid MN driver's license. State of MN Teaching License.			

Required Work Experience in Addition to Formal Education/Training:

Requires the completion of a 3-6 month student teaching or practicum experience.

**ESSENTIAL SKILLS
REQUIRED TO
PERFORM THE
WORK****Skilled in:**

- Skilled in planning and developing lesson plans consistent with approved program curriculum and MN standards.
- Skilled in presenting complex materials and concepts in an understandable and grade appropriate manner.
- Skilled in developing assessment tools, assessing and evaluating student performance and needs.
- Skilled in leading group processes/discussions, utilizing a variety of instruction aids and technologies.
- Presentational skills.
- Classroom management functions and activities.
- Ability to write reports, lesson plans, learning objectives, tests, and assists in writing and reviewing curriculum using and applying professional/technical concepts, principles and terminology.
- Ability to deal effectively and appropriately with parents, students, staff and other educational professionals over instructional needs, concerns or problems of the student and district.
- Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.
- Advises and makes recommendations to district administrators or committees concerning needs in curriculum and learning approaches.

PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			X		Up to 10 lbs		X		
Walk			X		Up to 25 lbs		X		
Sit		X			Up to 50 lbs	X			
Use hands to finger, handle or feel		X			Up to 100 lbs	X			
Reach with hands and arms			X		Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:

Exerting up to 25 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

**HAZARDOUS WORKING
CONDITIONS**

Unusual or hazardous working conditions related to performance of duties:
Duties are performed in a typical school district office setting. There are minimal environmental hazards and risks associated with the nature of the work.

SECTION IV: DISTRICT MISSION AND CORE VALUES

OUR MISSION	<i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world.</i>
CORE VALUES	We believe that: • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
MISSION OUTCOMES	By 2020, all students will... • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
STRATEGIES	We will... • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all St. Francis Area Schools stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
STRATEGIC DELIMITERS	We will NOT... • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature

Date

Classification History:

Created classification description 4/2016 BCC