Job Title: Teacher

Qualifications
Certification as an early learning and elementary teacher, meeting the requirements listed in the Louisiana Standards for State certification of school personnel, Bulletin 746, Part III, IV, V, VI, VII, IX, and X. Minimum requirements as stated in SDE Bulletin 746 (as revised) Qualifications should not be established for the individual but rather for the position.

Reports to: Principal

DOMAIN I: SETTING INSTRUCTIONAL OUTCOMES
1. The teacher designs instructional outcomes that represent rigorous and important learning in the discipline. • Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. 2. The teacher designs instructional outcomes that are clear, written in the form of student learning, and suggest viable methods of assessment. • Outcomes are written in terms of what students will learn rather than do. 3. The teacher designs outcomes that reflect several different types of learning and opportunities for coordination. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, and communication. 4. The teacher designs outcomes that take into account the varying needs of groups of students. • Outcomes are suitable to groups of students in the class, differentiated where necessary.

DOMAIN II: MANAGING CLASSROOM PROCEDURES

1. The teacher maximizes instructional time. • The students are productively engaged during small group work. 2. The teacher manages learner behavior in instructional groups, transitions, and/or handling of materials and supplies consistently. • Transitions between large and small group activities are smooth. 3. The teacher establishes classroom routines to be followed by students with minimal guidance and prompting. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly.

DOMAIN III: USING QUESTIONING/PROMPTS AND DISCUSSION

1. The teacher poses questions to students designed to promote student thinking and understanding. • Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers. 2. The teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. 3. The teacher engages most students in the discussion, employing a range of strategies to ensure that most students are heard. • The teacher builds on student responses to question effectively. • The teacher calls on most students, even those who don't initially volunteer. • Many students are actively engage in the discussion

DOMAIN IV: ENGAGING STUDENTS IN LEARNING

1. The teacher provides learning tasks and activities that are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives • Materials and resources support the learning goals and require intellectual engagement, as appropriate. 2. The teacher provides students the time needed to be intellectually engaged. • The pacing of the lesson provides students the time needed to be intellectually engaged.

DOMAIN VI: PROFESSIONALISM

The teacher grows and develops through professional development as assigned and voluntarily to improve teaching and learning. • Attends and constructively participates in meetings and professional development activities. • Uses active listening skills. • Accepts and recognizes the value of the contribution of others. 2. The teacher shows professionalism in attitude and conduct • Develops leadership and responsibility in colleagues and students if applicable. • Demonstrates skills to receive and give constructive feedback. • Identifies problems and issues and works collaboratively to contribute ideas and find solutions. • Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments. • Uses verbal and non-verbal communication in a respectful manner. • Writes and speaks clearly and concisely for understanding. • Develops and maintains a safe and caring environment for students. • Represents the school in a positive manner. • Adheres to employee dress code. • Treats all stakeholders in a respectful and helpful manner. • Cooperates with administration in the performance of additional duties. • Cooperates with building staff in planning and evaluation. • Completes tasks, reports, and documents accurately according to specified timelines and expectations. • Minimizes bias in self and others and accepts responsibility for his/her own actions. • Adheres to Board policies and procedures and administrative rules, guidelines, and regulations. • Adheres to guidelines relative to attendance. Regularly reports to work on time and works additional hours when deemed necessary. • Adheres to ethical, legal and professional standards. • Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately. • Follows directives as assigned by supervisor. • Refrains from revealing confidential information. • Uses proper administrative procedures for making requests and resolving conflicts. • Develops an Individual Education Plan (IEP), ITP, and or IFSP (for Special Education teachers only);* **Domain VI denotes non-instructional indicators. Deficiencies in these areas shall not be subject to a plan of intensive assistance. METHOD OF EVALUATION The combination of the applicable measure of growth in student learning and the qualitative

assessment of performance competencies and standards shall result in a composite score used to distinguish levels of overall effectiveness.

OTHER DUTIES AND RESPONSIBILITIES
Other duties may be assigned