

***Classroom Teacher (TK-12)***

**Purpose Statement**

The job of ***Classroom Teacher*** was established for the purpose of providing an instructional program that is fully integrated into the school's curriculum and is central to the learning process.

This job reports to site principal or principal's designee.

**Essential Functions**

1. For the purpose of engaging and supporting all students in learning teachers will use knowledge of students to engage in learning; connect learning to prior knowledge and meaningful, real-life contexts; use a variety of strategies, resources and technologies to meet students' diverse learning needs; promote critical thinking through inquiry, problem solving, and reflection; monitor student learning and adjust instruction while teaching.
2. For the purpose of creating and maintaining effective environments for student learning teachers will promote social development and responsibility within a caring community where each student is treated fairly and respectfully; create physical or virtual environments to promote student learning, reflect diversity, and encourage constructive and productive interaction among students; establish and maintain physically, intellectually, and emotionally safe learning environments; create a rigorous learning environment with high expectations and appropriate support for all students; employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn; use instructional time to optimize learning.
3. For the purpose of understanding and organizing subject matter for student learning teachers will demonstrate and apply knowledge of subject matter content and student development to ensure student understanding of content; organize curriculum to facilitate student understanding of the subject matter; use instructional strategies that are appropriate for the subject matter; use and adapt resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students; address the needs of English learners and students with special needs to provide equitable access to the content.
4. For the purpose of planning instruction and designing learning experiences for all students teachers will use knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction; establish and articulate goals for student learning; develop and sequence long-term and short-term instructional plans to support student learning; plan and incorporate appropriate instruction and intervention strategies to meet the learning and behavioral needs of all students; work individually and within professional learning communities to adapt instructional plans and curricular materials to meet the assessed learning needs of all students.
5. For the purpose of assessing student learning teachers will apply the knowledge of the purposes, characteristics, uses of different types of assessments; collect and analyze assessment data from a variety of sources to inform instruction; review data, both individually and within your professional learning communities, to monitor student learning; use assessment data to establish learning goals and to plan, differentiate, and modify instruction; involve all students in self-assessment, goal setting, and monitoring progress; use available technologies to assist in assessment, analysis, and communication of student learning; use assessment information to share timely and comprehensible feedback with students and their families.
6. For the purpose of developing as a professional educator teachers will reflect on teaching practice in

support of student learning; establish professional goals and engage in continuous and purposeful professional growth and development; collaborate with colleagues and the broader professional community to support teacher and student learning; work with families to support student learning; engage local communities in support of the instructional program; manage professional responsibilities to maintain motivation and commitment to all students; demonstrate professional responsibility, integrity, and ethical conduct.

7. For the purpose of meeting and maintaining district expectations teachers will demonstrate responsibility in communicating effectively with parents via conferences, phone, email, district-provided website and grade program; supervision of students; reports and attendance records; duties including adjunct duties; contributing to and participating in faculty, department, PLC, SST, and IEP meetings; maintain punctuality and good attendance; participate in school related activities; work with Specialized Academic Instruction service providers to implement student IEP's; participate in IEP meetings as required; plan and coordinate the work of instructional aides, teacher assistants, and other assigned paraprofessionals for the purpose of promoting student learning; create and prepare instructional plans for substitute teachers to maximize use of instructional minutes.
8. Teachers will also apply all federal, state, district, and school regulations, policies and procedures for the purpose of meeting required compliances; accept supervision and direction for the purpose of individual professional development; report incidents for the purpose of maintaining safety of students and staff, provide a positive learning environment and adhere to Education Code and school policies; respond to emergency situations for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution; provide reasonable safety precautions to protect students, equipment, materials and the school facility, including a working familiarity of the school safety plan for the purpose of student and staff safety; develop, teach, and assess skills and knowledge in one or more grade levels utilizing courses of study adopted by the Board of Trustees for the purpose of fulfilling district goals.

**Job Requirements: Minimum Qualifications**  
**Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include:

- Operate a computer, mobile device, document camera and projector
- Familiarity and understanding of cloud-based programs
- Effectively communicate verbally and in writing
- Use student assessment database program
- Analyze student assessment data

KNOWLEDGE is required to utilize theoretical concepts; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include:

- Subject matter expertise
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of assigned students
- Behavior management strategies, techniques, and methods
- State standards within the content area(s)

ABILITY is required to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing a

variety of complex processes; and utilize materials under a variety of conditions for multiple purposes. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of types of job-related materials. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with materials is significant. Specific ability- based competencies required to satisfactorily perform the functions of the job include:

- Adapt plans and instructional delivery to meet the differentiated needs of students.
- Work independently with little direction.
- Establish effective rapport with students.
- Create an instructional program and a class environment favorable to learning and personal growth.
- Maintain professional and positive relationships with students, parents, colleagues, and administration.
- Monitor students in classrooms and other locations within the school.
- Use good judgment in making decisions.
- Work in a diverse socio-economic and multicultural community
- *Dual-language program teachers only:* Implement the dual-language format for curriculum delivery.
- *Dual-language program teachers only:* Translate school-to-home communications to home language.

### **Working Environment**

This job is performed in a generally clean and healthy environment.

### **Physical Demands**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity.

*In compliance with the Americans with Disabilities Act (ADA), the Valley Center - Pauma Unified School District will provide reasonable accommodations to qualified individuals with disabilities, and encourages both prospective and current employees to discuss potential accommodations with the Director of Human Resources.*

### **Experience**

Job related experience within specialized field with increasing levels of responsibility is required.

### **Education**

Appropriate California Teaching Credential.

Bachelor's degree in a job related area or any combination of education and experience that could likely provide the desired skills, knowledge, abilities and other personal characteristics is required for equivalency.

**Board Approval Date: May 14, 2015**