

Job Title: Secondary Teacher
Work Days: 190
Salary Range: \$45,724-\$92,239
FLSA Status: Exempt

Work Site: High School
Reports To: Principal
Effective Date: May 2021

EMPLOYEE VALUE PROPOSITION

Jefferson County School District is committed to seeing every student realize their full potential while receiving a top-tier education. Our small Central Oregon community is rich in culture and beauty, providing some of the greatest assets Oregon has to offer. You'll find breathtaking views, an abundance of outdoor activities and plenty of unique and enriching community events. It's the perfect place to make an impact on the world, one student at a time.

POSITION SUMMARY

The primary purpose of this position is the instruction and supervision of a diverse group of students keeping within the law, board policies, and administrative regulations. A primary focus is the establishment of a positive learning environment that promotes a high level of achievement for all students while considering the background and developmental level of the individual student. Instruction and supervision include student guidance, classroom management, and knowledge in subject areas taught through District and state standards. This is demonstrated by appropriate curriculum design, instructional practices, and student progress assessment.

ESSENTIAL FUNCTIONS / MAJOR ASSIGNMENTS

- Establishes trust and positive relationships with students cultivating a sense of safety and well-being.
- Establishes and effectively communicates rigorous and relevant instructional outcomes.
- Instructs students directly utilizing AVID strategies and guides the learning process toward the achievement of curriculum goals; establishes clear objectives for all instructional units, projects and lessons to communicate these goals and objectives to all students.
- Consistently utilizes student performance data to inform instruction through routine assessments, feedback, and monitoring progress and assignments.
- Works collaboratively as a professional learning community (e.g., PLC team, Title I educators, school psychologists, and other support staff) in meeting the diverse social and academic needs of all students.
 - The Weekly Work of a PLC
 - Develop Smart Goals
 - Utilize district team created unit plan skeletons
 - Further development of unit plan skeletons
 1. Write learning targets and determine checks for understanding
 2. Design instruction with engagement strategies that are based on evidence supported strategies
 3. Plan enrichment/interventions-differentiated instruction
 - Implement the lesson plans
 - Apply interventions and extensions (RTI)
 - Give the common end-of-unit summative assessment
 - Add end-of-unit summative assessment data to the district wide TACA form
 - Look at data and student work with your school teams

- Apply interventions and extensions
 - Analyze the assessment protocol
 - Repeat for each unit
- Works effectively and collaboratively with diverse student, staff and community populations.
 - Is responsive to feedback from colleagues and administrators and is able to apply feedback to improve skills and services to all students.
 - Works cooperatively with team members to accomplish mutually agreed upon goals.
- Maintains an orderly and supportive classroom environment in which students are actively participating and show respect for one another and for the teacher.
- Leads engaging and well-paced lessons using a variety of instructional techniques, strategies, and materials.
- Gives clear directions and makes sure students understand what to do before undertaking assignments.
- Uses a grading system that is consistent, fair, and supportable.
- Selects and requisitions the required supplies and equipment through the proper school channels.
- Ensures that books, materials, and equipment are properly used, maintained and stored, and that inventory records are accurate and current.
- Supervises students in out-of-classroom activities as assigned.
- Utilizes effective, proactive behavioral management skills in all school settings.
- Implements individual plans (IEP/504/TAG/etc.)
- Establishes and maintains open lines of communication with all students and families concerning both the academic and behavioral progress of all assigned students.
- Utilizes appropriate resources effectively and efficiently.
- Designs coherent instruction that is effectively sequenced and cognitively appropriate to all students.
- Designs instruction, monitors and provides feedback to Educational Assistants and is available for problem solving relating to classroom instruction.
- Strives to improve professional competence through an ongoing program of professional reading, attendance at workshops, seminars, conferences, classes, and other professional development activities.
- Maintains accurate, complete, and confidential records as required by law, district policy and administrative regulations.
- Adheres to district personal protective equipment (PPE) protocols and procedures outlined in student behavior plans as well as identify the need for PPE or changes in PPE protocol - which might include the need for replacement or new equipment, the discontinuation of the use for a plan, or seek out additional PPE should it be needed.
- Due to (a) the nature and scope of the essential functions, (b) the importance of personal interactions between this position, employees, students, and other members of the public, and (c) the availability of job-related tools, equipment and resources at work, performance of the essential functions requires regular, consistent, on-site attendance while working independently and with others.
- Follows and maintains knowledge of all District policies and procedures.
- Other duties may be assigned as needed. As student needs evolve the day to day essential functions may vary.

The statements contained above reflect general details as necessary to describe the principal functions of this job but should not be considered an all-inclusive listing of work requirements. Individuals may at times perform other duties as assigned which could include work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.

EDUCATION, EXPERIENCE AND CERTIFICATION/LICENSURE (Minimum Qualifications)

- Bachelor's Degree aligned to position.
- Valid TSPC endorsement, or ability to obtain prior to position start date.
- Have standards of moral character as required of all Oregon licensed educators (OAR 584-005-0005).

PREFERRED QUALIFICATIONS

- Masters of Arts in Teaching.
- Masters Degree aligned to position.
- 3 years of experience teaching aligned to position in a public school setting.
- Bilingual Spanish.

SUPERVISORY RESPONSIBILITY

This position may supervise educational assistants.

INTERPERSONAL CONTACTS

This position has daily interaction with those inside the organization. The interactions are primarily with students, families, peers, and supervisors.

SPECIFIC JOB ABILITY

- Ability to make appropriate use of technology, such as computers, calculators, manipulatives and films, etc.
- Ability to use subject area terminology and academic language.
- Ability to develop concepts by moving from concrete to abstract.
- Ability to work positively and cooperatively with others.
- Ability to communicate fluently in both written and verbal forms of communication.
- Knowledge of and experience with effective instruction and assessment.
- Ability to work well with others from diverse backgrounds.
- Ability to effectively utilize Google Suite Apps.

SPECIFIC JOB EFFORT (Mental & Physical Factor)

- While performing the duties of this position, the employee is regularly required to talk or hear.
- This position requires frequent walking, standing, sitting, using hands for fine manipulation, handling or feeling and reaching with hands and arms.
- This position is occasionally required to stoop, kneel, crouch or crawl.
- This position requires some physical efforts or manual labor such as lifting, carrying or constant movement. This position will occasionally lift and/or move up to 25 pounds and occasionally up to 50 pounds.
- This position may occasionally climb stairs.
- This position requires specific vision abilities including; close vision, distance vision, ability to adjust focus and peripheral vision.

JOB CONDITIONS

- The work schedule is mostly stable and does not fluctuate without prior notice.
- The work environment is well protected, with virtually no hazards or obstacles. However, there may be occasional risk due to unpredictability of student behavior.

- The work environment is usually comfortable indoors, however there may be occasional temperature changes for short durations of outdoor supervision duties.

Prepared By: Human Resources Department

Approved: May 2021

I have read and understand this job description. My signature acknowledges that I am capable of performing the essential functions of this position with or without reasonable accommodations.

Employee Signature: _____ Date: _____

Employee Printed Name: _____

Supervisor Signature: _____ Date: _____

Supervisor Printed Name: _____