TEACHER – LEARNING SUPPORT AND LIBRARY
STANDARD POSITION DESCRIPTION

Classification: Certificated  Location: Assigned School(s)

Reports to: Principal or Principal Designee  FLSA Status: Exempt

Bargaining Unit: NTEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The teacher is primarily responsible for effective teaching and learning of the assigned subject(s) following district approved curriculum, instruction and assessment practices. Primary responsibility shall include student safety, effective collaboration and attention to each student’s readiness to learn including needed guidance, discipline, and welfare. Employee may teach in a variety of elementary and/or secondary educational, individual or team teaching, settings.

The District represents a diverse community. Approximately 40% of our students arrive with diverse backgrounds. We seek an individual who has successful experience in working with culturally diverse families and communities. The selected candidate must demonstrate a commitment to strengthening community engagement and communication with the District’s diverse populations.

Part II: Supervision and Controls over the Work:

The teacher works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The teacher’s work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities listed may include, but are not limited to the following:

1. The teacher plans for student success based on assessed needs of individual students and the use of data and information to determine each student’s current knowledge and skill level, set student learning goals, and assess student progress. The assessment of student needs includes the use of district approved assessment tools and strategies in addition to the teachers own professional practice. As part of the planning process for inclusion students with special needs, the teacher may assist in identifying and complies with teaching and learning and student accommodation requirements under Individual Education Plans (IEP) and 504 accommodation requirements.

2. The teacher works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective teaching and assessment practices, and implementing these best practices.
3. The teacher will regularly conduct planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice. The teacher uses research-based instructional strategies in planning lessons to make the teaching and learning more relevant to students (e.g., contextual learning opportunities).

4. The teacher maintains and provides reasonable and meaningful student grading and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents. Reporting may include regular posting to and maintenance of electronic grade systems with parent and student access.

5. The teacher integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities.

6. The teacher creates, communicates, and maintains classroom management practices that effectively engage students in the learning process. Acceptable student behavior and related discipline procedures are well understood by students and consistently enforced to maintain a positive learning environment.

7. The teacher will actively participate in faculty and grade level or department meetings, assist building efforts to plan, budget, implement, and evaluate the school’s program and to do related work as required. In carrying out these responsibilities, the teacher will follow school policy and procedures, standard practices, and approved curriculum, and will actively and positively support the school vision.

8. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students.

9. The teacher assists in the supervision of students at school activities and events. The teacher remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day.

10. The teacher will establish a professional growth plan and annually review the plan and progress with the administrator.

11. Required to follow Board policies and stay abreast of updates and changes.

12. Performs other duties as assigned.

Learning Support Services:
This teacher will serve students eligible for Learning Support Services. The teacher implements the building program under the director the principal and within Federal and State guidelines. Prefer regular and remedial teaching experience. Prefer strong background in reading and experience/knowledge of assessment strategies.

1. Diagnoses academic needs and offers supplemental instruction for students identified for remedial help.

2. Provide teacher coaching to school personnel that is both voluntary and District directed.
3. Provide professional development for all staff.
4. Implement a system of interventions based on achievement data.
5. Collect and analyze student achievement data and lead grade level and school level team meetings based on data.
6. Comply with Federal and State requirements for LAP and Title programs.
7. Consults regularly with classroom teachers regarding remedial techniques and material appropriate for students having difficulty with grade level achievement,
8. Supervises instructional assistants in carrying out instructional programs for identified students,
9. Is responsible for record keeping on identified students,
10. Facilitates parent involvement.

**Librarian:**
Must be willing to work within a school with an Interdisciplinary Curriculum and coordinate instruction closely with classroom teachers. Must be willing to work within classrooms and within the Library Information and Technology Program. Must be able to provide instruction for information and technology skills as well as a wide variety of reading activities and experiences for all school levels. Librarian will organize and maintain an organized School Library Information and Technology Program.

**Part IV: Minimum Qualifications:**

1. Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.

2. Successful completion of a teacher certification program at an accredited college or university, and valid Washington state certification(s) and/or endorsement(s). **Librarians:** Must have a Washington State Teaching Certificate and Librarian/Multi-Media certification or endorsement or willingness to enroll and complete a core competency based library endorsement program as approved by Human Resources.

3. Minimum of three years of effective teaching experience.

4. Strong knowledge of intervention strategies and techniques.

5. Successful completion of/or commitment to timely complete, highly qualified (“HQ”) criteria including praxis requirements.

6. Demonstrated content knowledge for subjects/levels being taught.

7. Strong organizational skills.

8. Strong interpersonal skills.

9. Ability to effectively communicate with parents, students, and staff verbally and in writing.

10. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.

11. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
12. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.


14. Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.

15. Knowledge and skill in the use and strategies necessary to meet the diverse needs of students.


17. Skill and ability to utilize technology to aid instruction, assessment and learning.

18. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self reflection on professional practice.

19. Any position specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications:

1. Must model and maintain exemplary punctuality and attendance.

2. Successful experience teaching in a diverse student environment.

3. Successful experience in a team teaching environment.

4. Successful experience in the grade level(s) and/or content area(s).

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, move about, hear and speak, and be visually observant of classroom behavior and learning activities.

The employee must regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with the subject being taught, but can be abnormally loud on occasion.

While performing the duties of this job, the employee may occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. It may be expected
that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The employee may be exposed to infectious disease as carried by students.

The employee may be required to travel in school owned or leased vehicles while supervising and assisting students.