

Position Title: Elementary Classroom
Department: Curriculum and Instruction
Reports To: Building-Level School Principal

SUMMARY: The classroom teacher creates an engaging, nurturing and safe learning environment that allows students to develop their physical, social, and emotional wellbeing; providing instruction in academics, future ready skills, knowledge, and dispositions to be compassionate, lifelong-learners, and contributing citizens in a rapidly changing world.

Planning and Preparation

- Demonstrate knowledge of content in all discipline areas; explicitly connecting key concepts.
- Demonstrate understanding of the diverse social, emotional and developmental learning needs of all students.
- Utilize district guaranteed and viable curriculum including the scope & sequence of academic and social emotional learning targets along with the defined proficiency scales.
- Design assessments that are aligned to the standards and learning targets, providing opportunities for authentic and meaningful assessments frequently.

Classroom Environment

- Create an environment that establishes respect and rapport between the teacher and learners; as well as among the students.
- Establish a classroom culture that values high expectations, work ethic, and a growth mindset.
- Establish and clearly articulate procedures and routines that promote efficiency and appropriate use of time.
- Utilize district behavioral plan as the backbone to promote positive student behavior.
- Create a safe and equitable classroom.

Instruction

- Clearly communicate the instructional purpose of each lesson and make connections to prior learning and/or other content areas.
- Utilize questions and discussions that promote critical thinking and provide the teacher with formative assessment information to guide instruction.
- Utilize frequent opportunities for visible student engagement, self-assessment, and reflection.
- Apply information gained through formative assessment to varied instructional approaches designed to meet the needs of all students.

Professional Responsibilities

- Analyze student data as a method for reflection and continuous improvement.
- Utilize the district protocol for maintaining information about student progress.
- Establish and maintain communication partnerships with families and the community.
- Actively participate in the professional learning community process.
- Actively participate in on-going professional development opportunities.
- Display high standards of honesty, integrity, and confidentiality in interactions with colleagues, families, students, and the public.

SUPERVISORY RESPONSIBILITIES: Supervises students, and paraprofessionals (if assigned).

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and

dispositions required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience:

Bachelor of Arts or Bachelor of Science degree in Elementary Education or early childhood education in some instances

Preferred Education and/or Experience:

Prior classroom teaching experience or prior experience at the elementary level
Prior experience managing complex student behaviors or working with behavior plans

Certificates, Licenses, Registrations:

Valid ND teaching license for grades 1-8 or K-8, in some instances, licensure for grades PK-3 is acceptable

Collaborative & Compassionate Skills:

Ability to work with others, resolve controversy and conflict through respectful negotiation; understand the ideas, opinions, and skills of others; accept constructive feedback. Ability to understand the complexities of cultures and global issues and see other viewpoints; explain the cultural impacts of decisions, articulate perspectives and show empathy. Serve as a role model in the community.

Communication Skills:

Ability to read, analyze, and interpret professional journals, technical procedures or governmental regulations. Ability to connect and share ideas, select an appropriate format to express thoughts and ideas with integrity and appropriate digital citizenship. Ability to examine and convey complex concepts; analyze content to produce coherent written and oral communication for a diverse audience including families, administration, staff, and the community.

Critical Thinking Skills:

Ability to use systems thinking to go beyond knowledge reproduction to reason, organize, summarize, interpret, analyze, and synthesize complex information in ways that generate new understanding. Ability to interpret a variety of instructions provided in written, oral, diagram, or schedule form. Ability to apply mathematical concepts such as fractions, percentages, ratios and proportions and work with concepts such as probability and statistical inference. Exercise good judgment in interpreting and implementing school district policies and procedures.

Future-Ready Skills:

Ability to integrate appropriate technological tools into student instruction. Ability to utilize technological tools to explore and create original work, communicate, and to record and report student data. Ability to apply knowledge of current research and theory to an instructional program.

Resilient and Reflective Skills:

Ability to demonstrate physical, social, mental and emotional soundness in order to execute the duties of the position, persisting on a path toward physical and mental wellness despite impediments and challenges. Ability to find passion and value in a task; persist with resilience, accept change, be hopeful, rely on others when needed, and propose solutions to problems.

Responsibility Skills:

Ability to demonstrate responsibility and organization; design a work plan. Ability to plan and implement lessons based on objectives and the needs and abilities of students, peers and families. Ability to perform duties in an organized, punctual manner, keeping appropriate confidentiality regulations in place along with an awareness of all district requirements and school board policies.

PHYSICAL DEMANDS AND WORK ENVIRONMENT: 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 regularly required to reach with hands and arms. The employee frequently is required to stand, walk, talk, see and hear. Specific vision abilities required by this job include close vision, distance vision and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment. The noise level in the work environment can vary from low to moderate to loud. The employee will need to use hands and arms for fine and gross manipulation and use of technology equipment. The employee must be able to lift and carry up to 20 pounds and push/pull up to 40 pounds on occasion. The employee will need to stoop, bend, kneel, and crouch occasionally. There may be a need to climb stairs. The work environment combines a standard school setting along with a standard office setting. There is the potential for the employee to be exposed to bloodborne pathogens. The employee must work with students, other staff, parents, members of the public and administrators, continuously meeting multiple demands from several people.