

CLASSROOM TEACHER – K-12

Definition:

A classroom teacher is the person who has the primary responsibility for teaching his/her assigned students.

Primary Function:

The teacher will perform as an instructional specialist in an assigned teaching position. Working collaboratively with other staff members, the teacher will plan, carry out, and evaluate the instructional activities for groups and individual students, for assigned classes and subject areas. With administrative assistance and cooperation, the teacher will provide a learning environment that allows for individual differences and respect for the dignity and worth of each individual student.

Secondary Function

In addition, the teacher will foster innovation, industry, sophistication, and expertise in providing a school wide program of educational excellence. The teacher will actively participate in extra curricular activities, such as advisor, sponsor, coach, and/or spectator.

Directly Responsible to:

The classroom teacher works under the immediate supervision and direction of the principal as well as any staff member designated by him/her, including grade level or department chairperson, teaching vice principal, or vice principal. Final responsibility and authority for assignment and performance is vested in the principal.

Qualifications:

The minimum requirements are a Bachelor's Degree and a valid California teaching credential authorizing service in the assigned grade and/or subject area(s).

Assigned Responsibilities: Categorized under the evaluation and assessment guidelines of California Education Code 44662.a, b.1, 2, 3, 4, and e.

Progress of Students toward Board Established Standards at Each Grade Level in Each Area of Study

- ❖ The teacher will identify, prescribe, and select materials to meet the instructional needs of assigned students.
- ❖ The teacher will establish standards of student performance which can be quantitatively and qualitatively evaluated.
- ❖ The teacher will assist District and site-level specialists in the identification, assessment, and resolution of special student problems (*i.e., health, attitude, and learning).
- ❖ The teacher will administer group tests in accordance with District or school testing programs and will utilize the results of the testing program for identifying student needs in order to provide appropriate instructional activities.
- ❖ The teacher will communicate effectively with students and parents (legal guardians) with regard to the individual student's progress and interpret the school program.
- ❖ The teacher will maintain accurate and appropriate records of pupil progress, achievement, attendance, and prepare required forms and reports.

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Instructional Techniques and Strategies

- ❖ The teacher will use a variety of techniques and methods while teaching the course/program objectives which will promote positive student achievement.
- ❖ The teacher will develop and implement lesson plans to provide for the needs of the students which are consistent with the state framework, District policy and guidelines.
- ❖ The teacher will acquire knowledge and develop strategies essential to effectively teach assigned students and will maintain professional competence through professional growth.
- ❖ The teacher will attend District workshops, professional in-services, and/or college classes to keep current with changing methods and procedures.



Curricular Objectives

- ❖ The teacher will develop/use course outlines at the secondary level and long-range lesson plans at the elementary level which incorporate goals, performance level objectives, and units of instruction with estimated time factors. These course outlines and/or long-range lesson plans will serve to implement department, school, and District level philosophy, goals, objectives, policies, and administrative regulations.
- ❖ The teacher will be prepared to teach the disciplines that are required through changing state framework and curriculum needs.
- ❖ The teacher will develop goals and prepare to implement specific objectives for assigned classes.
- ❖ The teacher will participate in the development and implementation of school and District curriculum and other areas of educational concern.

Suitable Learning Environment

- ❖ The teacher will maintain a behavioral climate in the classroom conducive to student learning and demonstrate firmness, fairness, and empathy toward the student. The teacher will encourage constructive student behavior within the framework of the total school program.
- ❖ The teacher will interpret and apply the California Education Code, Title V, Board policies, District regulations, and school procedures in the classroom, on the school grounds, and other areas of assigned supervisory responsibility.
- ❖ The teacher will demonstrate mutual respect and dignity for staff members, students, parents, and administration.
- ❖ The teacher will work cooperatively with the entire school staff to promote effective learning experiences for each student.
- ❖ The teacher will plan and coordinate the work of teacher aides, teacher assistants, para-professionals, and volunteers.
- ❖ The teacher will maintain a functional learning environment, including orderliness of equipment and materials assigned to the classroom, maintenance of records which establish student accountability for assigned school property (examples: texts, workbooks, supplies, tools, locks, drafting boards, etc.). The teacher shall instruct students in the proper use and preservation of school property.
- ❖ The teacher will assume the responsibility for the safety and welfare of students in his/her classroom, for immediate interior and exterior supervision during passing periods, recess, before and after school, and whenever a clear and present danger is observed on or about the campus.

Non-Classroom Responsibilities

- ❖ The teacher will attend required meetings called by administrators, grade level or department chairpersons.
- ❖ The teacher will model punctuality at all prescribed functions.

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- ❖ The teacher will abide by the professional ethics standards as related to staff relations established by Board policy.
- ❖ The teacher will participate cooperatively with site-level administration in the development and implementation of the site and/or department budget(s).
- ❖ The teacher will attempt to resolve staff differences at the unit or school level on a one-to-one basis first, and then, if needed, with the assistance of the department or grade level chairperson and/or administrator.
- ❖ The teacher will be accountable for supervision as assigned by the principal or designee.
- ❖ The teacher will promote good school/community relationships by actively participating in extra curricular activities (examples: advisor, sponsor, coach, and/or spectator.)