

Eastford Public Schools
Job Description and Performance Responsibilities

Position Description: Certified Teacher

Qualifications: As set by State of Connecticut Certification Requirements

Reports to: School Principal or Designee

Supervises: Teaching Assistants and Volunteers

General Description: The teacher will serve as a guide and model to the student and will impart both knowledge and a love of learning. It is the teacher's responsibility to help students develop the skills, attitudes, and knowledge that will help them reach their maximum potential.

Performance Responsibilities:

1. Plans a program of study, which clearly states objectives within the prescribed curriculum that meet the individual needs of students.
2. Employs instructional methods and materials that are most appropriate for meeting stated curriculum objectives consistent with the needs of the individuals or student groups involved.
3. Creates a classroom environment that is conducive to learning.
4. Assesses the accomplishments of students on a regular basis. Keeps appropriate records and prepares progress reports as required.
5. Develops rules of classroom behavior and procedure, maintains order in the classroom and encourages students to set and maintain standards of classroom behavior in accordance with the Student Handbook.
6. Seeks and lends assistance as required for students who demonstrate a potential learning difficulty.
7. Works cooperatively to address individual needs and makes accommodations as prescribed by a student's Individualized Educational Plan.
8. Participates in Planning and Placement Team meetings
9. Implements by instruction and action the district's goals, objectives, and mission statement.
10. Takes precautions to protect students, equipment, materials and facilities.
11. Maintains the confidentiality of student information.
12. Works to establish and maintain open lines of communication with students and their parents.

Additional defining attributes for Special Education teachers:

13. Works collaboratively in classroom settings as a partner with other teachers and related service providers and shares responsibility for meeting student outcomes

14. Has a working knowledge of the school's curricula and is primarily responsible for the design of curricular alternatives for students with disabilities
15. Consults with other teachers, related service providers, administrators, paraprofessionals, and families, sharing his/her knowledge of students with disabilities in the design and implementation of instructional and behavioral adaptations for students
16. Teaches language arts, mathematics, vocational/life skills, and other content areas (as determined by students' IEPs), and uses the knowledge of learning strategies to modify instructional methods and materials of these and other subject areas in order to foster the independence of the learner
17. Gathers data, administers assessments, synthesizes results, and presents detailed information in a written format about students with disabilities to the Planning and Placement Team and shares in making recommendations for effective instruction for these students
18. Supports students in educational transitions across classes, grades, schools, and into the community
19. Makes use of specialized strategies, appropriate adaptations, including augmentative communication systems and assistive technology, to enable students to achieve instructional objectives
20. Directs and supervises the activities of classroom paraprofessionals through modeling, feedback and coaching, written instructions, and periodic informal evaluations
21. Implements, evaluates, and modifies a variety of behavior management techniques and strategies (e.g. behavior intervention plans, etc.) to organize and support student learning
22. Modifies the physical environment and the schedule to accommodate students with special needs

Professional Responsibilities:

1. Upholds and enforces school rules, administrative regulations, and Board of Education policy.
2. Makes provisions for being available to students and parents for education-related purposes outside the instructional day when requested to do so under reasonable terms.
3. Attends staff meetings as required and serves on committees as requested
4. Works with colleagues to improve both program effectiveness and positive school atmosphere.
5. Plans purposeful assignments for substitute teachers, plans for and supervises teaching assistants
6. Participates with the principal or his/her designee to develop the method by which he/she will be evaluated in conformance with the district's guidelines.
7. Cooperates with co-workers by sharing ideas, materials and methods in instruction and assists in solution of student problems.
8. Performs related duties as assigned

Additional defining attributes for Special Education teachers:

9. Uses knowledge of Special Education laws and procedures to act as a resource for other teachers, paraprofessionals, related service providers, and administrators, and to serve as advocate for identified students
10. Adheres to timelines as prescribed by federal, state and local guidelines.

Public Relations:

1. Assists the administration in interpreting learning programs and clarifying school policies to parents and the community
2. Maintains effective, timely and frequent communication with parents about students.
3. Develops a knowledge of the community beyond the school and fosters relationships with families and agencies in the larger community to support student learning

Professional Growth:

1. Accepts responsibility for personal professional development and growth
2. Uses published materials pertinent to the profession to improve instruction
3. Participates in organizations and conferences supportive of instructional responsibilities
4. In response to the changing needs of students, seeks out professional literature, colleagues, and other resources to support professional growth and development as a teacher

Additional defining attributes for Special Education teachers:

5. Keeps abreast of changes in federal and state laws affecting Special Education protocol and procedures