



**CLASSIFICATION DESCRIPTION  
ST. ANTHONY-NEW BRIGHTON PUBLIC SCHOOLS**

**SECTION I: GENERAL INFORMATION**

<b>Position Title:</b> Licensed Teacher K-12	<b>Department:</b> Teaching & Learning	<b>Bargaining Unit:</b> Teacher
<b>Immediate Supervisor:</b> Principal	<b>Comparable Worth Rank:</b>	<b>FLSA Status:</b> Exempt

**Job Summary:**

Under the direction the Building Principal, the Licensed Teacher represents a broad grouping of diverse and different instructional positions responsible for developing lesson plans and presenting district curriculum in assigned instructional subjects; delivering and instructing students in lesson plans and instructional material; evaluating and assessing student progress against instructional outcomes and objectives. Licensed Teachers also participate and collaborate with other instructional professionals, administrators, parents, counselors, and other district personnel concerning student needs, issues and district learning initiatives, curriculum and building issues.

Essential duties outlined below are intended as “representative” examples of the level, nature and decision-making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.

**SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Plans and develops instructional plans, lessons, and other support activities to present approved district curriculum in accordance with educational standards, district goals and objectives. Determines needs and abilities of students and decides on methods and techniques to best present and provide instruction to students within assigned subject(s) areas. Assesses and determines how to incorporate technology into lesson planning.
- Provides and delivers classroom instruction to students incorporating the essential elements of instruction.
  - a) Provides instruction at appropriate levels of difficulty and in accordance with district curriculum guidelines, standards and criteria.
  - b) Assesses student progress and determines the need for additional reinforcement or adjustments to instructional plans/techniques/goals.
  - c) Teaches specific learning objectives.
  - d) Employs various teaching techniques, methods and principles of learning to best meet the needs of students and district learning outcomes.
- Evaluates student performance against learning objectives. Develops tests to assess performance, grades performance, corrects papers, and conducts parent teacher conferences to discuss student progress, problems, strengths, concerns or other pertinent issues of the student, family and school.

- a) Writes and designs formative and summative assessments.
  - b) Grades and corrects student work.
  - c) Enters scores and keeps grade books updated.
  - d) Reports grades at the end of grading periods.
  - e) Collects and analyzes student assessment data.
- Oversees student behaviors and performs classroom management activities.
    - a) Monitors student behaviors during instructional time and non-instructional times (i.e. hallways, lunchrooms, etc.).
    - b) Documents and reports student misbehaviors.
    - c) Gives rewards and consequences to students for behaviors.
    - d) Assists and gives direction to classroom paraprofessionals.
    - e) Provides direction to classroom volunteers.
    - f) Takes attendance and creates seating charts.
    - g) Posts assignments online.
    - h) Assists students with organization.
    - i) Purchases materials for student, classroom and curricular needs.
    - j) Tracks and records classroom expenditures.
    - k) Submits purchase orders and/or receipts for reimbursement.
    - l) Inventories, maintains, and repairs classroom materials and/or equipment.
  - Collaborates with other educational professionals and administrators regarding the instructional and emotional needs of students, new instructional technologies or approaches to student problems, learning or curriculum. Serves on District committees, as assigned.
    - a) Plans and/or creates curriculum maps and assessments for units.
    - b) Co-teaches with colleagues, as assigned.
    - c) Researches different resources and/or materials to utilize in the classroom.
    - d) Attends IEP and 504 meetings depending upon student population.
  - Communicates with students, families, administration and other district personnel.
    - a) Advises and counsels students in and outside of class.
    - b) Mediates student conflicts.
    - c) Updates students, families and district personnel regarding academic progress of students.
    - d) Responds to emails and phone calls concerning student issues.
    - e) Hosts various meetings (i.e. Open House, Welcome Day, parent/teacher conferences, information meetings).
    - f) Writes letters of recommendation for students.
  - Performs other duties of a comparable level or type, as required.
    - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
    - b) Attends, participates in and/or helps facilitate staff development activities in and out of the building.
    - c) May mentor other instructional staff and student teachers.
    - d) Keeps abreast of changing developments, trends, and technologies within the field.

**SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS**

<b>RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS</b>			
<b>Titles of Positions Directly Supervised</b>			<b># of Employees</b>
<b>TOTAL</b>			<b>0</b>
<b>INDIRECT SUPERVISION:</b>			
<b>Number of employees indirectly supervised:</b> Classroom paraprofessional staff, interns or volunteers			<b>Total:</b> 1-3
<b>EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:</b>			
<b>REQUIRED EDUCATION/TRAINING</b> (choose one)		<b>DEGREE INFORMATION:</b> Type of degree: (B.S., M.A., etc.)	
less than high school diploma		Bachelor's Degree	
High school diploma or GED.		<b>Major field of study or degree emphasis:</b>	
1 year college		2 years college	Education and in relevant instructional subject area(s).
3 years college	x	4 years college	
1st year graduate level		<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Knowledge of teaching principles, practices, techniques and approaches.</li> <li>• Knowledge of child development theories and development stages and needs.</li> <li>• Knowledge of current trends, theories and technologies pertaining to learning and instruction.</li> <li>• Knowledge of assessment procedures and techniques, test construction, evaluation methods, learning outcomes and standards.</li> <li>• Knowledge of subject material, concepts and issues related to grade/subject/content areas.</li> <li>• Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases).</li> <li>• Knowledge of instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements.</li> </ul>	
2nd year graduate level			
<b>Required Work Experience in Addition to Formal Education/Training:</b> Minimum of a completion of assigned internship/practice teaching experience and degree program.			

<b>LICENSE/ CERTIFICATION</b>	<b>Identify licenses/certification required:</b> Licensed teacher in the State of MN and licensure to teach in assigned areas of responsibility
<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>	<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Planning and developing lesson plans consistent with approved program curriculum and educational outcomes.</li> <li>• Presenting complex materials and concepts in an understandable and grade appropriate manner.</li> <li>• Developing assessment tools, assessing and evaluating student performance and needs.</li> <li>• Leading group processes/discussions, utilizing a variety of instructional aids and technologies.</li> <li>• Writing reports, lesson plans, learning objectives, tests, and assists in writing and reviewing curriculum using and applying professional/technical concepts, principles and terminology.</li> <li>• Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.</li> <li>• Advising and making recommendations to district administrators or committees concerning needs in curriculum and learning approaches, building site issues; event planning, or other activities as assigned.</li> <li>• Performing classroom management and student supervisory duties.</li> <li>• Time management and organizational skills.</li> <li>• Utilizing technology of the district and utilizing technology within lesson plans and curriculum of the district.</li> </ul>

<b>HAZARDOUS WORKING CONDITIONS</b>	<b>Unusual or hazardous working conditions related to performance of duties:</b> Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact.
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**PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)**

Physical Activities	Amount of Time Spent				Lifting/Forcing Exerting	Amount of Time Spent			
	None	1/3 Less	1/3 to 2/3	Over 2/3		None	1/3 Less	1/3 to 2/3	Over 2/3
Stand				X	Up to 10 lbs				X
Walk			X		Up to 25 lbs		X		
Sit		X			Up to 50 lbs	X			
Use hands to finger, handle or feel		X			Up to 100 lbs	X			
Reach with hands and arms		X			Over 100 lbs.	X			
Climb or balance	X								
Stoop, kneel, crouch or crawl		X							
Talk or hear				X					
Taste or smell	X								



**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

**Physical requirements associated with the position can be best summarized as follows:**

**Light Work:**

Exerting up to 25 pounds of force occasionally and/or up to a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

**SECTION IV: CLASSIFICATION HISTORY AND APPROVAL**

**This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.**

\_\_\_\_\_  
**Department Head's Signature**

\_\_\_\_\_  
**Date**

**Classification History:**

Prepared 4/2015 by BCC. Updated 7/2015