

**TITLE: LEAD CLASSROOM TEACHER: Regular Education/Special Education (FLSA EXEMPT)**

**Domains and Components will be used for teacher evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Richland Parish Public School System's accountability measures as outlined in the Louisiana Accountability System. This position will be evaluated and staffed on a yearly basis as that of a classroom teacher.**

**OVERVIEW OF THE POSITION: To plan and implement a program which creates an environment where students can learn and develop optimally and to ensure planning, organization, and implementation of all educational and supportive activities of the school.**

**Domain 1: Planning and Preparation- 1C-Setting Instructional Outcomes**

- The teacher values, sequences and aligns curriculum enabling students to build their understanding of important ideas from concept to concept.
- The teacher designs and structures lessons so that learner outcomes are at an appropriate cognitive level.
- The teacher writes and plans multi-disciplinary outcomes for student learning, not student activity.
- The teacher differentiates outcomes and instruction for students of varied abilities.
- The teacher creates and/or uses a variety of assessment tools that are curriculum-aligned and challenging.

**Domain 2: The Classroom Environment- 2C-Managing Classroom Procedures**

- The teacher helps students to develop skills to work purposefully and cooperatively in groups.
- The teacher facilitates lessons that engage students in different types of activities-large groups, small groups and independent work.
- The teacher ensures smooth functioning of all routines and maximizes instructional time.

**Domain 3: Instruction-3B-Questioning and Discussion Techniques**

- The teacher develops and presents questions that cause students to think and reflect; resulting in a deeper understanding of the topic.
- The teacher promotes learning through discussion.
- The teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.

**Domain 3: Instruction-3C-Engaging Students in Learning**

- The teacher facilitates activities and assignments that promote learning and are aligned with the goals of the lesson.
- The teacher groups students for instruction in a variety of ways using factors such as similar backgrounds, ability levels, as well as random groupings.
- The teacher selects instructional materials suited to engaging students in understanding and learning at a deeper level.
- The teacher delivers lessons that are appropriately structured and paced.

**Domain 3: Instruction-3D-Using Assessment in Instruction**

- The teacher aligns assessment to the curriculum.
- The teacher informs students of the criteria for assessment.
- The teacher monitors student learning using a variety of techniques.
- The teacher provides valuable feedback in a timely, constructive and substantive manner.
- The teacher promotes student self-assessment and student self-monitoring of their progress.

**Professionalism Competency – The teacher contributes to achieving the school's mission, engages in self-reflection and growth opportunities, and creates and sustains partnerships with families, colleagues and communities.**

- The teacher engages in self-reflection and growth opportunities to support high levels of learning for all students.
- The teacher collaborates and communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission.

**Ethics and Integrity Competency – Educational leaders ensure the success of all students by complying with legal requirements and by acting with integrity, fairness, and in an ethical manner at all levels and in all situations.**

- Ethics and Integrity Standard 1: Demonstrates compliance with all legal and ethical requirements.
- Ethics and Integrity Standard 2: Creates a culture of trust by interacting in an honest and respectful manner with all stakeholders.

**Instructional Leadership Competency – Educational leaders collaborate with stakeholders and continuously improve teaching and learning practices to ensure achievement and success for all.**

- Instructional Leadership Standard 1: Establishes goals and expectations.
- Instructional Leadership Standard 2: Plans, coordinates, and evaluates teaching and the curriculum.
- Instructional Leadership Standard 3: Promotes and participates in teacher learning and development.

**Strategic Thinking Competency – Education leaders ensure the achievement of all students by guiding all stakeholders in the development and implementation of a shared vision, a strong organizational mission, school-wide goals, and research-based strategies that are focused on high expectations of learning and supported by an analysis of data.**

- Strategic Thinking Standard 1: Formulates and implements a school improvement plan to increase student achievement that is aligned with the school’s vision, mission and goals; is based upon data; and incorporates research-based strategies and action and monitoring steps.
- Strategic Thinking Standard 2: Monitors the impact of the school-wide strategies on student learning by analyzing data from student results and adult implementation indicators.

**Resource Management Competency – The leader aligns resources and human capital to maximize student learning to achieve state, district and school-wide goals.**

- Resource Management Standard 1: Manages time, procedures, and policies to maximize instructional time as well as time for professional development opportunities that are aligned with the school’s goals.

**Additional Competency - Perform other duties as assigned by immediate supervisor and Superintendent of Schools.**

**Minimum Qualifications:** United States citizen or authorized alien; those requirements as outlined in Louisiana Bulletin 746. (Louisiana Standards of State Certification of School Personnel) Physical and mental stamina and ability to perform job functions, tasks and duties.

**Terms of Employment:** 9.5 months

**Reports to:** Assigned Designee or Superintendent of Schools

**Supervises:** Assigned students

**Salary Range:** See adopted Richland Parish Salary Schedules

**Signature of Evaluatee:**

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Signature indicates that the evaluatee has received the teacher competencies and standards and evaluation instrument for the position.

**Printed Name of Evaluatee:**

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**Evaluatee’s Employee Identification Number :** \_\_\_\_\_

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

**Signature of**

**Evaluator(s)** \_\_\_\_\_