



PROFESSIONAL EDUCATOR - TEACHER

BASIC FUNCTION

Instruct students in single and/or multiple subjects in age and grade appropriate classroom settings and learning environments; develop and implement curriculum in concert with district, school and state standards and guidelines; deliver educational experiences designed to fulfill intellectual, emotional, physical and social growth, enabling students to develop competencies and skills to function successfully in society.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Plan, prepare and deliver lesson plans and instruction, providing materials which facilitate active learning; monitor student progress and adapt course content delivery methods in order to meet the needs of individual students; instruct and monitor students in the use of learning materials, technologies and equipment to support instruction. “E”
- Understand how learners grow and develop, recognizing variations within and across cognitive, linguistic, social, emotional and physical areas, diversity of cultures and communities; implement and insure a developmentally appropriate, challenging and high-standards learning environment. “E”
- Progress toward professional goals and contribute to school-wide goals through self-reflection and self-reporting, teamwork, parent/student surveys, meetings, record keeping, portfolios, peer collaboration and other measures and methods. “E”
- Establish standards, growth and learning goals for each student; develop “SMART” (Specific and strategic; Measurable; Action-oriented; Rigorous, realistic and results-focused; Timed and tracked) goals including use of baseline and progression data, identifying strategies, measures and evidence of progress standards; report on student progress throughout the school year. “E”
- Promote a culture of high expectations, providing every student with high quality and culturally relevant instruction; support and implement the District’s Racial Equity Policy; create a safe, welcoming classroom environment that reflects and supports the racial and ethnic diversity of the student population and community. “E”
- Update and maintain accurate and complete records of student progress and development as required by school, district, state and federal policies, regulations and laws. “E”
- Understand central concepts, tools of inquiry and structures of curriculum; apply concepts to create meaningful learning experiences designed to engage learners in critical thinking, creativity and collaborative problem-solving. “E”
- Develop and implement instructional practices and strategies that include multiple methods of assessment, support students in meeting rigorous learning goals and engage and encourage learners to develop deep understanding of content areas. “E”
- Develop and implement effective classroom management strategies, providing a safe, secure and respectful learning environment; communicate student behavior expectations in a positive manner;

convey reminders, rules and expectations with consistency and equity, while recognizing the unique qualities and characteristics of the individual. “E”

- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Professional Educator – Teacher facilitates a positive, productive learning experience for the students in their charge. Incumbents are assigned to work with a Pre K – 12 student population for which they have demonstrated proficiency and appropriate credentials. Great educators are culturally responsive and demonstrate qualities and personal characteristics that include caring, respect, high expectations, motivation, perseverance, enthusiasm and dedication. They exhibit expertise in the subjects they are teaching and spend time continuing to gain new knowledge in their field. They present material in an enthusiastic manner and instill a hunger in their students to learn more on their own.

EMPLOYMENT STANDARDS

Knowledge of:

Existing and emerging education and instructional technologies and software.

Research-based instructional strategies and models for improving instructional practices.

Academic achievement standards that align to district goals and create a comprehensive, rigorous and coherent curricular program.

Ability to:

Demonstrate preparation and skill in working with students from diverse backgrounds.

Encourage parent and community involvement

Provide student information to authorized individuals in a timely manner.

Participate in appropriate professional growth and extracurricular activities.

Establish and maintain cooperative and effective working relationships.

Communicate effectively both orally and in writing.

Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning.

Instruct and monitor students in the use of learning materials and equipment.

Utilize relevant technologies to support and differentiate instruction.

Manage student behavior and maintain discipline in accordance with school, district and state policies, procedures and laws.

Provide appropriate feedback on work.

Encourage and monitor the progress of individual students and use information to adjust teaching strategies.

Welcome and empower students and families, including underrepresented families of color and those whose first language may not be English, as essential partners in student education.

Advocate, model and implement Portland Public School’s Racial Equity policy.

Maintain accurate and complete records of students' progress and development.

Update records accurately and completely as required by laws, district policies and school regulations.

Prepare required reports on students and activities.

Participate in department, school, district and parent meetings.

Communicate necessary information regularly to students, colleagues and caregivers regarding student progress and student needs.

Establish and communicate clear objectives for all learning activities.

Prepare classroom for class activities.

Provide a variety of learning materials and resources for use in educational activities.

Observe and evaluate student's performance and development.

Assign and grade class work, homework, projects, tests and assignments.

Education and Training:

Incumbents must be properly licensed by the Teacher Standards and Practices Commission for assignment as a Professional Educator - Teacher. For positions identified within core academic areas, incumbents must be designated as highly qualified by the Teacher Standards and Practices Commission (TSPC) to teach the designated core subjects. Core academic areas include Language Arts (English), Reading, Mathematics, Sciences, Foreign Language (except Chinese-Mandarin), Social Studies and Art.

Experience:

Varies; depending on the assignment.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in an elementary, middle, K-8, Alternative and/or High School campus environment with extensive student, parent and public contact and frequent interruptions. Work hours may include on- and off-campus evening and weekend activities, meetings and district, school and student functions.

Hazards: Potential conflict situations. Employees may be subject to temperature extremes, fumes, odors, dust and exposure to bodily fluids and blood.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in a school classroom, playground and campus setting; dexterity of hands and fingers to operate a computer keyboard and other classroom, library and business equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Exempt
Bargaining Unit: Portland Association of Teachers (PAT)
Salary Grade: Per Contract

Approval Date: January 13, 2014

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.
Board of Education Policy 1.80.020-P