

**CALHOUN-GILMER CAREER CENTER
VACANCY POSTING**

POSITION: Classroom Teacher
Evening Alternative - Hourly

TERMS OF EMPLOYMENT: FY2018-2019
Employment on an as needed
basis contingent upon adequate
funding

SALARY: \$20.00 per hour

QUALIFICATIONS: See Attachment

**JOB DESCRIPTION AND
RESPONSIBILITIES:** See Attachment

POSTED: August 8, 2018

**DEADLINE FOR RECEIPT
OF APPLICATION AND
RESUME:** August 14, 2018– 4:00 p.m.

APPLY TO: Bryan P. Sterns, Director
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Calhoun-Gilmer Career Center
5260 E Little Kanawha Hwy
Grantsville, WV 26147
Telephone: (304) 354-6151
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AN EQUAL OPPORTUNITY EMPLOYER

DISCRIMINATION PROHIBITED:

As required by federal law and regulations the Calhoun-Gilmer Career Center does not discriminate on the basis of sex, race, color, religion, handicapping, condition, age, marital status, or national origin in employment or in the administration of any educational programs and activities.

QUALIFICATIONS:

1. Qualifications as outlined in the West Virginia Code.
2. Meet minimum standards for certification as set forth by the West Virginia Board of Education in minimum standards for the Licensure of WV school personnel in order to obtain a WV Professional teaching certificate.
3. Acquire Alternative Learning Instructor Endorsement.

JOB DESCRIPTION

FOR THE POSITION OF: **TEACHER**

REPORTS TO: Director

PERFORMANCE RESPONSIBILITIES:

I. The teacher shall implement the program of study. The performance criteria for this area shall include:

- A. Bases instruction on adopted curricula for the school.
- B. Demonstrates accurate and current knowledge in the subject field.
- C. Develops appropriate lesson to teach instructional objectives.
- D. Employs a variety of instructional strategies to augment achievement.
- E. Utilizes content scope and sequence in planning.

II. The teacher shall foster a classroom climate conducive to learning. The performance criteria for this area shall include:

- A. Follows established school discipline procedures which include West Virginia Board of Education Policy 4373 - Student Code of Conduct.
- B. Establishes procedures and rules that enhance learning.
- C. Encourages students' attendance.
- D. Sets high expectations for student performance.
- E. Encourages and acknowledges individual student accomplishments and appropriate behavior.
- F. Treats students in a fair and equitable manner.
- G. Accommodates individual learning differences.
- H. Creates and maintains an environment that supports learning.
- I. Communicates with parents.

III. The teacher shall organize teaching strategies to maximize allocated instructional time to increase student learning. The performance criteria for this area includes:

- A. Prepares and implements lesson plans.
- B. Begins lesson or instructional activity with a review of previous material as appropriate.
- C. Has materials, supplies and equipment ready at the start of the lesson or instructional activity.
- D. Introduces the instructional activity and specifies instructional objectives.
- E. Directs and adequately supervises students to be on task quickly at the beginning of each instructional activity.
- F. Presents reading, writing, speaking, and listening strategies using concepts and language which students understand.
- G. Provides relevant examples and demonstrations to illustrate concepts and skills.
- H. Assigns developmentally appropriate tasks.
- I. Provides instructional pacing that ensures student understanding.
- J. Maximizes student time-on-task.
- K. Makes effective transitions between instructional activities.
- L. Summarizes the main point(s) of the instructional activity.
- M. Encourages students to express ideas clearly and accurately.
- N. Incorporates higher level thinking skills.
- O. Assists students to develop productive work habits and study skills, enabling communication with parents as needed.
- P. Provides remediation activities for students.
- Q. Designs, delivers, and assesses student learning activities addressing the state adopted instructional goals and objectives.
- R. Integrates a variety of technology applications and learning tools that augment student achievement.

IV. The teacher shall monitor student progress towards mastery of instructional goals and objectives. The performance criteria for this area includes:

- A. Gathers, stores and monitors data related to student learning for use in assessing progress toward achieving the instructional objectives.
- B. Follows grading policies and regulations.
- C. Maintains accurate and complete student records.
- D. Monitors and evaluates student progress.
- E. Provides feedback on student work.
- F. Monitors student attendance.

V. The teacher shall communicate with students, parents, educational personnel, and others, utilizing standard grammar, listening skills and clarity in the presentation of ideas. The performance standards in this area includes:

- A. Communicates student progress according to established procedures and policies.
- B. Communicates regularly and effectively with students, co-workers, parents/guardians, and community, exhibiting appropriate interactive skills.
- C. Follows confidentiality procedures regarding students, parents/guardians, and fellow staff members.
- D. Speaks and writes standard English clearly, correctly, and distinctly.
- E. Determines and utilizes appropriate community resources.

VI. The teacher shall demonstrate behavior that reflects established professional

responsibilities (i.e. attendance, punctuality, and verbal/nonverbal communication). The criteria for this area include:

- A. Adheres to established laws, policies, rules, and regulations.
- B. Interacts appropriately with students, other educational personnel, and parents.
- C. Participates in activities which foster professional growth.
- D. Is punctual with reports, grades, records, and in reporting work.
- E. Performs assigned duties.
- F. Strives to meet county/school goals.
- G. Commands respect by example in appearance, manners, behavior and language.

VII. The teacher shall demonstrate competency and knowledge in the implementation of the technology standards identified by West Virginia Board of Education policies.

- A. Demonstrates a sound understanding of technology operations and concepts.
- B. Plans and designs effective learning environments and experiences supported by technology.
- C. Implements curriculum plans that include methods and strategies for applying technology to maximize student learning.
- D. Applies technology to facilitate a variety of effective assessment and evaluation strategies.
- E. Use technology to enhance productivity and professional practice.
- F. Understands the social, ethical legal and human issues surrounding the use of technology in PreK-12 schools and applies that understanding in practice.

RESPONSIBILITIES:

1. Utilize effective behavior management systems in the classroom that focus on student learning and time on-task.
2. Have up-to-date technology knowledge and experience.
3. Other duties as assigned by the Director.