

EPPING SCHOOL DISTRICT  
JOB DESCRIPTION

TITLE: TEACHER

**GENERAL DESCRIPTION:** The Teacher provides classroom instruction that supports student academic, social, emotional, and physical needs. This is accomplished through essential knowledge, critical dispositions, and performances in the areas of learner development, learning differences, learning environments, content knowledge, innovative applications of content, assessment, planning for instruction, instructional strategies, reflection and continuous growth, and collaboration responsibilities. This position must meet the general teaching, specific content, special services, or other applicable qualifications outlined in the NH Administrative Rules for Education.

**QUALIFICATIONS:**

1. Valid certification or eligibility in area of teaching assignment
2. Highly qualified in area of teaching assignment
3. Experience and other qualifications as specified by the Superintendent

**CLASSIFICATION:** This position is designated as a Teacher position subject to the Teachers' Collective Bargaining Agreement, School Board Policy, and School Rules and Regulations.

**REPORTS TO:** School Principal

**SUPERVISES:** Assigned support staff if applicable

**PERFORMANCE RESPONSIBILITIES:**

**LEARNER DEVELOPMENT**

1. Regularly assesses individual and group performance in order to design and modify instruction to meet learners' academic, social, emotional, and physical needs and scaffolds the next level of development.
2. Creates developmentally appropriate instruction that takes into account individual students' strengths, interests and needs and that allow each student to advance and accelerate his/her learning.
3. Collaborates with families, colleagues and other professionals to promote student growth and development.

**LEARNING DIFFERENCES**

1. Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.
2. Uses teaching strategies that are sensitive to the multiple experiences and diversity of learners and that allow for different ways of demonstrating learning.
3. Makes appropriate provisions for individual students who have particular learning differences or needs.
4. Creates learning environments in which individual differences are respected and valued.
5. Connects instruction to each student's prior knowledge and experiences.

6. Brings multiple perspectives to the discussion of content, including attention to student's personal, family, and community experiences and cultural norms.
7. Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
8. Accesses appropriate services and resources to meet specific learning differences or needs.

#### LEARNING ENVIRONMENTS

1. Develops learning experiences that engage students in collaborative and self-directed learning and that extend their interaction with ideas and people locally and globally.
2. Collaborates with students to develop shared values and expectations for respectful interactions, thoughtful academic discussions, and individual and group responsibility that create a positive learning climate of openness, mutual respect, support, and inquiry.
3. Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage students in learning.
4. Uses a variety of methods to engage students in evaluating the learning environment and collaborates with students to make appropriate adjustments.
5. Communicates in ways that demonstrate respect for and responsiveness to the cultural backgrounds students bring to the learning community.

#### CONTENT KNOWLEDGE

1. Effectively uses multiple representations and explanations of concepts that capture key ideas in the discipline and links them to each student's prior understandings.
2. Engages students in learning experiences in the discipline(s) they teach that encourage students to understand, question, and analyze ideas from diverse perspectives.
3. Engages students in applying methods of inquiry and standards of evidence used in discipline.
4. Stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to students' experiences.
5. Recognizes when student misconceptions interfere with learning and creates experiences to build conceptual understanding.
6. Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness and accuracy for representing particular concepts in the discipline as well as for accessibility and relevance.
7. Helps students to understand and use academic language meaningfully.

#### INNOVATIVE APPLICATIONS OF CONTENT

1. Develops and implements projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills.
2. Engages students in applying disciplinary knowledge to real world problems through the lens of interdisciplinary themes.
3. Develops and implements relevant learning experiences and authentic assessments incorporating contemporary tools and resources to maximize content learning in varied contexts.
4. Engages students in the kind of questioning and challenging of conventional assumptions and approaches that is critical to fostering innovation, solving global challenges, and assuring a healthy democracy.
5. Develops students' communication skills in disciplinary and interdisciplinary contexts by

creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. Consciously builds student capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.
7. Engages students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
8. Facilitates students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel inclusive approaches to solving problems.
9. Develops and implements supports for student literacy development across content areas.

#### ASSESSMENT

1. Designs formative assessments that match learning objectives with assessment formats to engage learners in demonstrating knowledge and skills.
2. Works independently and collaboratively to examine test and other performance data to understand students' progress and to guide planning.
3. Engages students in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
4. Models and structures processes that guide students in examining their own thinking and learning as well as the performance of others.
5. Effectively uses multiple and appropriate types of assessment data to identify student learning needs and to develop differentiated learning experiences.
6. Prepares all students for the demands of particular assessment formats and appropriately modifies assessments or testing conditions for English language learners, students with disabilities, and students who are above grade level.
7. Continually seeks innovative ways to employ technology to support assessment practice both to engage students more fully and to assess and address student needs.

#### PLANNING FOR INSTRUCTION

1. Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction as an individual and as a member of a learning community.
2. Plans how to achieve student learning goals, choosing appropriate strategies, resources and materials to differentiate instruction for individuals and groups of students; developing appropriate sequencing of learning experiences; and allowing multiple ways to demonstrate knowledge and skill.
3. Evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's needs and enhance learning.

#### INSTRUCTIONAL STRATEGIES

1. Carefully evaluates how to achieve student learning goals and uses appropriate strategies and resources to adapt to the needs of individuals and groups of students.
2. Continuously monitors student learning, engages students in assessing their progress, and adjusts instruction in response to student learning needs.
3. Collaborates with students to implement active learning experiences that draw upon family and community resources.
4. Varies his or her role in the instructional process in relation to the content and purposes of

instruction and the needs of students.

5. Provides multiple models and representations of concepts and skills with opportunities for students to demonstrate their knowledge with a variety of products and performances.
6. Engages all students in developing higher order questioning skills and metacognitive processes.
7. Engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. Models effective communication strategies in conveying ideas and information in a variety of forms and contexts.
9. Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions and responds appropriately.
10. Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other media.
11. Asks questions to stimulate discussion that serves different purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.

#### REFLECTION AND CONTINUOUS GROWTH

1. Uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice independently and in collaboration with colleagues.
2. Draws upon professional, community and technological resources, within and outside the school, as supports for reflection and problem-solving.
3. Reflects on his or her personal biases and seeks out resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant and responsive learning experiences.
4. Advocates, models and teaches safe, legal, and ethical use of information and technology including respect for intellectual property, and the appropriate documentation of sources, and the appropriate management of ethical boundaries with students.
5. Thoughtfully advocates for providing all students with rich, deep and engaging curriculum and learning experiences.
6. Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.

#### COLLABORATION

1. Prepares for and participates actively as a team member in decision-making processes that affect the school and larger educational community.
2. Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
3. Participates actively as part of an instructional team, giving and receiving feedback on practice, examining student work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
4. Engages in professional learning to enhance his or her knowledge and skill, to contribute to the knowledge and skill of others and to work collaboratively to advance professional practice.
5. Actively integrates technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.

6. Perform any additional duties as requested by the School Principal, which are consistent with the effective and orderly operation of this position and the Epping School District goals and mission.

#### WORKING ENVIRONMENT:

1. The employee is frequently required to stand, walk, and sit.
2. The employee is regularly required to see, talk, and hear.
3. The employee is regularly required to use hands to manipulate, handle, or feel.
4. The employee is required to use computers, computer accessories, telephone, copier, FAX machine, and other such equipment.
5. The employee is regularly required to reach with hands and arms; stoop, kneel, or crouch.
6. The employee is frequently required to supervise students requiring the employee to match walk a speed that coordinates with students and may at times require the ability to run to safeguard students.
7. Employee must occasionally move equipment and/or supplies.
8. The employee must occasionally lift, carry, move and/or restrain school age students.
9. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
10. The job is performed for the most part in a school setting with occasional outside weather conditions. The noise level is that of a typical school. Employee may be exposed to cleaning fluids.
11. The employee is required to work with school staff, students, and parents.
12. The employee is regularly required to handle stressful situations and resolve conflicts.

#### TERMS OF EMPLOYMENT:

1. Work year and day subject to individual contract
2. Clear criminal record background check
3. Verification of health to perform job
4. Valid NH certification or eligibility in area of teaching assignment
5. Highly qualified in area of teaching assignment
6. Teacher contract with salary and benefits defined by collective bargaining agreement

The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.