

**FRESNO UNIFIED SCHOOL DISTRICT
POSITION DESCRIPTION**

TITLE:	Teacher, K-6, Balderas Elementary School	REPORTS TO:	Principal
DEPARTMENT	School Site	CLASSIFICATION:	Certificated
WORK YEAR:	183 Days	SALARY:	Regular Teacher Salary

MINIMUM QUALIFICATIONS:

California credential authorizing elementary instruction
Bilingual Specialist or Language Development Specialist credential desirable

KNOWLEDGE AND ABILITIES:

Knowledge of and ability to implement the subject matter, philosophical, social, and educational concepts relative to the duties and responsibilities listed on this job description

DUTIES AND RESPONSIBILITIES:

As a Facilitator and Director of Learning

1. Curriculum, Instruction and Organization
 - a. Use the Accelerated Instruction model to insure the acquisition of Cognitive Academic Language Proficiency (CALP) in English by focusing on listening and speaking skills prior to reading and writing and by utilizing concrete materials and examples to increase comprehensible input in the content areas
 - b. In the "Learning to Read" years (K-2), utilize a variety of approaches to accelerate the learning of reading and mathematics through listening, speaking, and writing; in the "Reading to Learn" years (2-6) use science and history/social science as the core to which language arts, literature and mathematics correlate. In all grade levels integrate visual arts, music and drama to the core curricula to facilitate comprehension and to develop individual talent in the arts. Teach Physical Education
 - c. Promote the use of the students' primary language to facilitate comprehension and transfer of skills to English
 - d. Bilingual teachers will teach Spanish. English only, teachers may acquire a foreign language
 - e. Create a learning environment that promotes the development of character, responsibility for learning and interdependence. Establish a room environment that reflects understanding and appreciation of the diverse cultures of students

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- f. Plan and implement instruction within the context of learning teams, in-grade as well as cross-grade, making extensive use of cooperative learning and cross-age tutoring strategies.
Maintain articulation and cooperation with members of learning teams to insure accelerated continuous progress and personalized instruction
 - g. Use available technology to facilitate and accelerate instruction, manage attendance and student data and promote effective inter-school communication
2. Evaluation
- a. Continually evaluate student's academic and social growth through authentic assessment, readjusting learning procedures to promote continuous and accelerated progress
 - b. Develop responsibility for own learning by teaching and guiding students to assess their own work and to use peer evaluation. Guide students to maintain a portfolio containing a list of expected outcomes, self and peer evaluated work and samples of self-selected outstanding work in all subject areas
 - c. Prepare a periodic report of "student outcome" accomplishment for learning teams, parents and site administration

Relationships

- 1. Teacher-student
 - a. Establish a positive teacher-student rapport by maintaining a responsive environment for learning
 - b. Develop consistent positive classroom management and working arrangement with students to develop good self-image
- 2. Teacher-staff
 - a. Share in the sponsorship of students activities and participate in faculty committees
 - b. Cooperate with other staff members in assessing and helping pupils solve health, attitude and learning problems
 - c*. Participate with other professional staff members in outdoor education programs at assigned grade level
 - d. May work with other staff members in planning and coordinating work of aides and other paraprofessionals
- 3. Teacher-parent
 - a. Communicate with parents through a variety of methods or means in order to develop a positive reinforcement of interest in student's progress
 - b. Meet with parents at least one time to interpret school program
- 4. Teacher-community
 - a. Impart District philosophy as need arises

b. Present a positive teacher image to the community through school activities
Professional Attitude, Responsibilities and Participation

1. Professional growth
 - a. Maintain professional competence through participation in in-service education activities provided by District or college, and/or self-selected professional growth activities
 - b. Participate or show an interest in professional organizations
 - c. Participate in curriculum and other developmental programs by working with teams or sharing within a school or district
 - d. Participate in evaluating textbooks and other materials on level
 - e. Attend scheduled in-service meetings and make use of those materials and techniques, which improve the educational program
2. Adaptability
Willingness to accept change in programs, materials, techniques or socioeconomic areas
3. Ethics
Abide by the Code to Ethics of Fresno Unified School District

Duties and responsibilities may be added, deleted or changed at any time at the discretion of management

ACCOUNTABILITY:

Person to whom responsible: On-site Principal

Evaluator: On-site Principal

Persons responsible to the Teacher, Elementary Classroom, Grades 4-6: Student Teachers and Aides or other paraprofessionals assigned

* This does not mean the teacher must physically take part in the Physical Education programs

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