



## Helix Community Schools Position Description

**JOB TITLE:** High School Teacher  
**REPORTS TO:** Principal and/or Principal Designee  
**SALARY RANGE:** Negotiable based on certification and experience

---

### PERFORMANCE STANDARDS: LOUISIANA COMPONENTS OF EFFECTIVE TEACHING

The minimal teaching performance standards, the LCET, as approved by BESE in *Bulletin 130*, inclusive of the responsibility for growth in student learning and/or student achievement, are as follows:

Domain 1: Planning and Preparation, Component 1 c: Setting Instructional Outcomes, The teacher:

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

Domain 2: Classroom Environment, Component 2c: Managing Classroom Procedures, The teacher:

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

Domain 3: Instruction, Component 3b: Questioning and Discussion Techniques, The teacher:

- develops and presents questions that cause students to think and reflect; resulting in deeper understanding of the topic
- promotes learning through discussion
- 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, Component 3c: Engaging Students in Learning, The teacher:

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

Domain 3: Instruction, Component 3d: Using Assessment in Instruction, The teacher:

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

## ADDENDUM

### SPECIAL EDUCATION EXCEPTIONAL STUDENT SERVICES (E.S.S.) TEACHER

The E.S.S. Special Education Teacher:

- works and plans collaboratively with the regular education teacher and grade-level teams in inclusive, resource, and self-contained instructional settings
- supervises Special Education paraprofessionals in the classroom setting inclusive of establishing the paraprofessional's support role with the implementation of IEP goals/objectives, scheduling, and ensuring professional conduct
- interprets evaluation data from Initial Pupil Appraisal Evaluations and devises an Individualized Education Program (IEP) inclusive of student strengths, weaknesses, and recommendations
- ensures the provision of a Free and Appropriate Public Education (FAPE) as outlined in the *Individuals with Disabilities Education Improvement Act (IDEA) of 2004*.
- maintains communication with parents regarding student achievement, i.e. progress reports disseminated each nine week grading period.
- determines the assessment status of students, for example, LAA 1 and/or LAA2
- complies with EBRPSS disciplinary procedures regarding suspensions/expulsions through the maintenance of data, for example, Behavior Tracking Forms and Behavior Intervention Plans

### STANDARDS OF EFFECTIVENESS

Fifty-percent of the evaluation for teachers shall be composed of applicable measures of growth in student learning and the remaining fifty-percent shall be based upon a qualitative assessment of teacher performance. For teachers, the 50% of the evaluation based upon growth in student learning shall measure the growth of their students according to a pre-determined assessment method, using the value-added model, where available, and alternate measures of student growth according to state guidelines, where value-added data are not available. The 50% of the evaluation that is based on a qualitative measure of teacher performance shall include a minimum of one formal observation and at least one informal observation. This portion of the evaluation may include additional evaluative evidence, such as walkthrough observation data and the evaluation of written work products. The combination of the applicable measure of growth in student learning and the qualitative assessment of performance shall result in a composite score used to distinguish if the level of effectiveness is highly effective, effective proficient, effective emerging, or ineffective.

### MEASURES OF GROWTH IN STUDENT LEARNING:

#### VALUE ADDED MODEL (VAM) OR NON-TESTED GRADES AND SUBJECTS (NTGS)

A value-added model shall be used to measure student growth for the purposes of teacher evaluation, where available. The value-added model shall be applied to grades and subjects that participate in state-wide standardized tests and for which appropriate prior testing data is available. The value-added model shall not be applied for the purposes of evaluation in any cases in which there are fewer than five students with value-added results assigned to an educator. The value-added model, which will take into account select classroom composition variables and select multiple student-level variables shall be an approved statistical model for linking academic gains of students to teachers in grades and subjects for which appropriate data are available. For teachers of non-tested grades and subjects (NTGS), for which there is little or no value-added data available, progress towards pre-determined Student Learning Targets (SLTs), as measured by state-approved common assessments, where available, shall govern the student growth component of the evaluation. Teacher and/or district-developed SLTs, shall include goals which express an expectation of growth in student achievement over a given period of time, as well as common measures for assessing attainment of those goals, such as an identified assessment and/or a body of evidence.

### ESSENTIAL FUNCTIONS

The work environment characteristics described here are representative of those a teacher encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COMMUNICATION SKILLS**

A teacher must 1) be able to effectively communicate in standard English both orally and in writing, 2) have the ability to accurately give and receive information via telecommunication system and other appropriate media, and 3) be able to communicate successfully with students, parents/caregivers, school personnel, and the community.

**EQUIPMENT USED**

The teacher should be able to use school land-line telephones, audio-visual equipment, computers, copy machines, and other appropriate machines.

**WORK ENVIRONMENT**

The teacher will work in a school setting in a climate controlled environment adhering to School Board Energy Policy and in outside areas that are subject to climate extremes.

**MENTAL INVOLVEMENT**

The teacher must be able to 1) plan and implement appropriate educational programs for all students, 2) understand and interpret written and verbal instructions, 3) keep accurate, up-to-date written records, 4) comply with state and parish regulations, and 5) utilize effective classroom planning, management, and instructional techniques.

**HUMAN RELATIONS INVOLVEMENT**

The teacher must be able to 1) work cooperatively with students, parents/caregivers, school personnel, and the community, 2) respond appropriately to supervision and accept commendations and recommendations, and 3) demonstrate sensitivity/understanding and interpersonal relations with persons of diverse culture and backgrounds.

**QUALIFICATIONS**

To perform this job successfully, a teacher must be able to perform each duty effectively. The requirements are representative of the knowledge, skills, dispositions, and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND/OR EXPERIENCE**

The teacher must possess a minimum of a Bachelor's degree from an accredited university. He/she must pursue a valid Louisiana teaching certificate.

**LANGUAGE SKILLS**

The teacher must have the ability 1) to read, analyze, and interpret government regulations, 2) to write reports, memos, and procedural manuals, and 3) to effectively present information and respond to questions from staff, the superintendent and his staff, the school board, news media, and the public.

**REASONING ABILITY**

The teacher must have the ability to 1) define problems, collect data, establish facts, and draw valid conclusions, and 2) interpret an extensive variety of technical instructions in mathematical or diagram forms and deal with several abstract and concrete variables.

**PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by the teacher to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. While performing the duties of this job, the teacher is frequently required to sit or to stand for long periods of time. The employee is required to use hands to handle or feel controls, to talk, and to hear. The teacher must occasionally lift or move light weight up to twenty (20) pounds.

## **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those the teacher encounters while performing the essential functions of this job. Work day length consists of teacher hours at the assigned school site according to School Board policy. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## **PROFESSIONAL CONDUCT & TRAITS**

**Domain 4: Professional Responsibilities** is a part of the Louisiana Components of Effective Teaching (LCET) in which the teacher 1) engages in self-reflection and growth opportunities to support high levels of learning for all students, and 2) collaborates & communicates effectively with families, colleagues, and the community to promote students' academic achievement and to accomplish the school's mission. In addition, the teacher acknowledges that he or she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to policy, unlawful activities, or any other conduct which is seriously prejudicial to the charter network. In terms of professional traits, the teacher is poised, self-confident, enthusiastic, optimistic, punctual, dependable, unbiased, fair, flexible, articulate, writes effectively, handles confidential information discreetly, attends work regularly, dresses and behaves professionally, presents accurate and timely records, lesson plans, rollbooks, IEPs, and other documents.

## **CLASSIFICATION UNDER FAIR LABOR STANDARDS ACTS (FLSA)**

Helix Community Schools, in compliance with FLSA, considers this position EXEMPT from any and all overtime payments.

**MINIMUM QUALIFICATIONS:** U.S. citizen or authorized alien; Physical and mental stamina and ability to perform job functions, tasks, and duties.