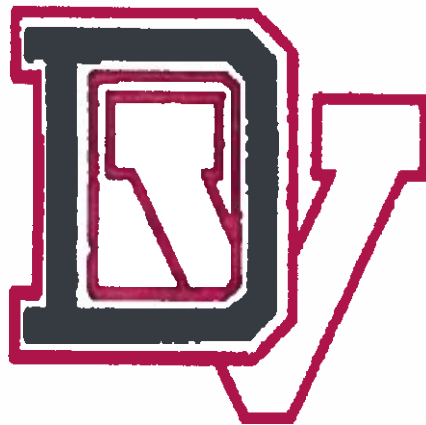


Delaware Valley School District



Classroom Teacher Job Descriptions

POSITION: **CLASSROOM TEACHER**

REPORTS TO: Building Principal

Qualifications:

1. Must possess a valid Pennsylvania Teaching Certificate in the area of assignment.
2. Have the ability to perform essential functions.
3. Be an American citizen or qualified alien.
4. All clearances and trainings will be in accordance with state regulations.
5. Meet all state and federal qualifications.

Requirements:

1. Is mobile for extended periods of time based upon required tasks.
2. Is mobile to travel distances inside school facilities.
3. Can perceive speech or the nature of sounds in the air with or without a hearing aid.
4. Is able to withstand emotional stress.
5. Can tolerate many types of situations and personalities.
6. Maintain professional attitude.
7. Demonstrate the facilitative qualities of empathy, honesty, and positive regard in interpersonal relationships with parents, pupils, district personnel, and community agencies.

Essential Functions:

The Classroom Teacher shall:

1. Communicate effectively in English both orally and in writing.
2. Read and comprehend written material on a college level.
3. Set an example of a stable emotional climate for parents, staff, and students to model.
4. Adequately supervise students in all settings.
5. Dress appropriately.
6. Ensure a safe and stable environment for students.
7. Be available for in-service programs that will enhance teaching and interpersonal skills.
8. Be computer literate.
9. Be able to lift a child (elementary).

Duties:

The Classroom Teacher will:

1. Preparation. All professional staff should demonstrate the ability to prepare, plan, and use effectively instructional lessons appropriate to their teaching assignment.
2. Technique. All professional staff should demonstrate the ability to use appropriate teaching techniques to enhance teacher effectiveness.

3. Pupil Reaction. All professional staff should encourage positive teacher-student relationships.
4. Personality. All professional staff should be able to respond effectively to appropriate administration and supervision.
5. Attitude. All professional staff should display positive attitudes towards achieving educational goals.
6. Ability to cooperate. All professional staff should demonstrate the ability to cooperate with others.
7. Maturity. All professional staff should display maturity.
8. Dependability. All professional staff shall be dependable.
9. Communication. All professional staff should demonstrate the ability to communicate effectively.
10. Physical characteristics. All professional staff should give adequate attention to personal and physical characteristics.
11. Professionalism. All staff should strive for continued professional growth opportunities.

Evaluation:

Observation and evaluations will be done according to the teacher evaluation plan and district policy.

This job description does not state or imply that these are the only duties to be performed by the employee occupying this position. Employees in this position will be required to perform any other duties requested by their administrator(s) and/or supervisor(s) in accordance with the essential functions and duties for this position.

POSITION: HEAD TEACHER

REPORTS TO: Building Principal and/or Assistant Principal

Qualifications:

1. Must possess a valid teaching certificate in the area of assignment.
2. Have the ability to perform essential functions.
3. Be an American citizen or qualified alien.
4. All clearances and training will be in accordance with state regulations.
5. Meet all state and federal qualifications.

Requirements:

1. Is mobile for extended periods of time based upon required tasks.
2. Is mobile to travel distances inside school facilities.
3. Can perceive speech or the nature of sounds in the air with or without a hearing aid.
4. Is able to withstand emotional stress.
5. Can tolerate many types of situations and personalities.
6. Maintain a professional attitude.
7. Demonstrate the facilitative qualities of empathy, honesty, and positive regard in interpersonal relationships with parents, pupils, district personnel, and community agencies.

Essential Functions:

The Head Teacher shall:

1. Communicate effectively in English both orally and in writing.
2. Read and comprehend written material on a college level.
3. Set an example of a stable emotional climate for parents, staff, and students to model.
4. Adequately supervise students in all settings.
5. Dress appropriately.
6. Ensure a safe and stable environment for students.
7. Be available for in-service programs that will enhance teaching and interpersonal skills.
8. Be computer literate.
9. Be able to lift a child (elementary).

Duties:

The Head Teacher will:

1. Supervise the building in absence of the building administration from student arrival until an all clear dismissal of students from buses.
2. Deal with any emergency situation/disciplinary situation in the absence of the building administrator and report steps taken to the Superintendent of Schools, if necessary.
3. Assist with the supervision of extracurricular activities as directed by the building administration.
4. Lead and inspire the teaching staff, promoting a culture of continuous improvement and professional development.

5. Monitor and assess student performance through the IST process. Coordinate initial entry of IST data into Intervention Manager and ensure students have been supported appropriately before initiating the IST process with the guidance counselor. Meet with teachers when needed.
6. Throughout the IST process assist in analyzing data and feedback to inform decision making and drive continuous improvement.
7. Organize and participate in school events, meetings, and activities that promote school spirit and community involvement.
8. Represent the school at various community and educational functions.
9. Create a safe, inclusive, and supportive learning environment for all students.

Evaluation: Performance of the position of Head Teacher will be evaluated by the building principal. This job description does not state or imply that these are the only duties to be performed by the employee occupying this position. Employees in this position will be required to perform any other duties requested by their administrator(s) and/or supervisor(s) in accordance with the essential functions and duties for this position.

POSITION: **ENGLISH LANGUAGE DEVELOPMENT (ELD) TEACHER**

REPORTS TO: Assistant to the Superintendent for Academic Leadership and Culture

Qualifications:

1. Must possess a valid Pennsylvania Teaching Certificate and a valid ESL Program Specialist Certificate.
2. Have the ability to perform essential functions.
3. Be an American citizen or qualified alien.
4. All clearances and trainings will be in accordance with state regulations.
5. Meet all state and federal qualifications.

Requirements:

1. Is mobile for extended periods of time based upon required tasks.
2. Is mobile to travel distances inside school facilities.
3. Can perceive speech or the nature of sounds in the air with or without a hearing aid.
4. Is able to withstand emotional stress.
5. Can tolerate many types of situations and personalities.
6. Maintain professional attitude.
7. Demonstrate the facilitative qualities of empathy, honesty, and positive regard in interpersonal relationships with parents, pupils, district personnel, and community agencies.

Essential Functions:

The ELD teacher shall:

1. Communicate effectively in English both orally and in writing.
2. Read and comprehend written material on a college level.
3. Set an example of a stable emotional climate for parents, staff, and students to model.
4. Adequately supervise students in all settings.
5. Dress appropriately.
6. Ensure a safe and stable environment for students.
7. Be available for in-service programs that will enhance teaching and interpersonal skills.
8. Be computer literate.
9. Be able to lift a child (elementary).

Duties:

The ELD teacher will:

1. Preparation. All professional staff should demonstrate the ability to prepare, plan, and use effectively instructional lessons appropriate to their teaching assignment.

2. Review Home Language Surveys (HLS) upon new student registrations and conduct EL Identification Procedure as needed.
3. Administer required ELD placement test and required state assessment.
4. Identify student English language proficiency level.
5. Reclassify students based on required reclassification criteria.
6. Formally monitor Former English Learners (FELs) for two years.
7. Technique. All professional staff should demonstrate the ability to use appropriate teaching techniques to enhance teacher effectiveness.
8. Pupil Reaction. All professional staff should encourage positive teacher-student relationships.
9. Personality. All professional staff should be able to respond effectively to appropriate administration and supervision.
10. Attitude. All professional staff should display positive attitudes towards achieving educational goals.
11. Ability to cooperate. All professional staff should demonstrate the ability to cooperate with others.
12. Maturity. All professional staff should display maturity.
13. Dependability. All professional staff shall be dependable.
14. Communication. All professional staff should demonstrate the ability to communicate effectively.
15. Physical characteristics. All professional staff should give adequate attention to personal and physical characteristics.
16. Professionalism. All staff should strive for continued professional growth opportunities.
17. Participate as a member of the MDT team to facilitate student placement when requested.
18. Meet with parents as needed. These meetings will focus on what parents can do to aid their child's special reading needs.
19. Prepare all state mandated reports for the Title I Program.
20. Participate in the IST and SAP process.

Evaluation:

Observation and evaluations will be done according to the teacher evaluation plan and district policy.

This job description does not state or imply that these are the only duties to be performed by the employee occupying this position. Employees in this position will be required to perform any other duties requested by their administrator(s) and/or supervisor(s) in accordance with the essential functions and duties for this position.

POSITION: **EDUCATIONAL CONSULTANT**

REPORTS TO: Supervisor of Special Education

Qualifications:

1. Must possess a valid Pennsylvania Teaching Certificate
2. Have the ability to perform essential functions.
3. Be an American citizen or qualified alien.
4. All clearances and trainings will be in accordance with state regulations.
5. Meet all state and federal qualifications.

Requirements:

1. Is mobile for extended periods of time based upon required tasks.
2. Is mobile to travel distances inside school facilities.
3. Can perceive speech or the nature of sounds in the air with or without a hearing aid.
4. Is able to withstand emotional stress.
5. Can tolerate many types of situations and personalities.
6. Maintain professional attitude.
7. Demonstrate the facilitative qualities of empathy, honesty, and positive regard in interpersonal relationships with parents, pupils, district personnel, and community agencies.

Essential Functions:

The Educational Consultant shall:

1. Communicate effectively in English both orally and in writing.
2. Read and comprehend written material on a college level.
3. Set an example of a stable emotional climate for parents, staff, and students to model.
4. Adequately supervise students in all settings.
5. Dress appropriately.
6. Ensure a safe and stable environment for students.
7. Be available for inservice programs that will enhance teaching and interpersonal skills.
8. Be computer literate.

Duties:

The Educational Consultant will:

1. Preparation. Demonstrate the ability to prepare, plan, and implement instructional and behavioral strategies to support staff and students.
2. Technique. All professional staff should demonstrate the ability to use appropriate teaching techniques to enhance teacher effectiveness.
3. Pupil Reaction. All professional staff should encourage positive teacher-student relationships.
4. Personality. All professional staff should be able to respond effectively to appropriate administration and supervision.
5. Attitude. All professional staff should display positive attitudes towards achieving educational goals.
6. Ability to cooperate. All professional staff should demonstrate the ability to cooperate with others.

7. Maturity. All professional staff should display maturity.
8. Dependability. All professional staff shall be dependable.
9. Communication. All professional staff should demonstrate the ability to communicate effectively.
10. Physical characteristics. All professional staff should give adequate attention to personal and physical characteristics.
11. Professionalism. All staff should strive for continued professional growth opportunities.
12. Assist teachers in on-going professional development (i.e. classroom behavior management, adapting curriculum, etc.)
13. Attend meetings through Mental Health/Disability Services when requested.
14. Facilitate on-going Progress Monitoring district wide.
15. Function as a member of the Early Intervening Team / Instructional Support Team.
16. Provide support for new special education teachers.
17. Serve as resource for all special education staff and programs so they operate effectively.
18. Provide in-service trainings / workshops for professional, support staff, and parents.
19. Coordinate educational resources including curriculum and technology for the special education department.
20. Oversee progress monitoring for special education students.
21. Conduct folder reviews, including Educational Benefit Reviews, for special education students.
22. Serve as LEA for Multi-Disciplinary Team meetings and IEP meetings.
23. Facilitate student behavioral needs in the Extended School Year and Extended Learning Academy.
24. Attend monthly Team Meetings and present agenda items as deemed appropriate by the Supervisors of Special Education.
25. Monitor Instructional Assistant progress towards mandated in-service hours.
26. Maintain school inventories of supplies, textbooks, and equipment.
27. Maintain and expand professional resources for staff and parents.
28. Conduct and/or assist in the development of Functional Behavioral Assessments and Positive Behavior Support Plans.
29. Observe at-risk general education students and provide support / feedback to general education staff.
30. Serve as BrainSTEPS liaison for the district.
31. Perform anything deemed necessary by the Supervisor of Special Education.

Evaluation:

Observation and evaluations will be done according to the teacher evaluation plan and district policy.

This job description does not state or imply that these are the only duties to be performed by the employee occupying this position. Employees in this position will be required to perform any other duties requested by their administrator(s) and/or supervisor(s) in accordance with the essential functions and duties for this position.

POSITION: **TRANSITION COORDINATOR**

REPORTS TO: Supervisor of Special Education

Qualifications:

1. Must possess a valid Pennsylvania Teaching Certificate.
2. Have the ability to perform essential functions.
3. Be an American citizen or qualified alien.
4. Possess satisfactory clearances.
5. Meet all state and federal qualifications.

Requirements:

1. Is mobile for extended periods of time based upon required tasks.
2. Is mobile to travel distances inside school facilities and within the community.
3. Can perceive speech or the nature of sounds in the air with or without a hearing aid.
4. Is able to withstand emotional stress.
5. Can tolerate many types of situations and personalities.
6. Maintain professional attitude.
7. Demonstrate the facilitative qualities of empathy, honesty, and positive regard in interpersonal relationships with parents, pupils, district personnel and community agencies.

Essential Functions:

The Transition Coordinator shall:

1. Communicate effectively in English both orally and in writing.
2. Read and comprehend written material on a college level.
3. Set an example of a stable emotional climate for parents, staff, and students to model.
4. Adequately supervise students in all settings.
5. Dress appropriately.
6. Ensure a safe and stable environment for students.
7. Be available for in-service programs that will enhance teaching and interpersonal skills.
8. Be computer literate.

Duties:

The Transition Coordinator will:

1. Preparation. Demonstrate the ability to prepare, plan, and implement transition assessments.
2. Technique. All professional staff should demonstrate the ability to use appropriate teaching techniques to enhance teacher and support staff effectiveness.
3. Pupil Reaction. All professional staff should encourage positive teacher-student relationships.
4. Personality. All professional staff should be able to respond effectively to appropriate administration and supervision.
5. Attitude. All professional staff should display positive attitudes towards achieving educational goals.

6. Ability to cooperate. All professional staff should demonstrate the ability to cooperate with others.
7. Maturity. All professional staff should display maturity.
8. Dependability. All professional staff shall be dependable.
9. Communication. All professional staff should demonstrate the ability to communicate effectively.
10. Physical characteristics. All professional staff should give adequate attention to personal and physical characteristics.
11. Professionalism. All staff should strive for continued professional growth opportunities.
12. Administer and interpret transition assessments.
13. Coordinate Keystone testing and proctoring schedule for DVHS special education department.
14. Proctor National Occupational Competency Testing Institute (NOCTI) testing for CTE students with accommodations.
15. Participate in community councils and organizations (or) serve as liaison between Delaware Valley High School and community organizations/agencies.
16. Assist teachers and instructional assistants in on-going professional development.
17. Coordinate and attend meetings of the Pike County Transition Council.
18. Facilitate on-going monitoring of State Performance Plan (SPP) Indicator 13.
19. Oversee completion of State Performance Plan (SPP) Indicator 14.
20. Function as Delaware Valley High School coordinator of College Board services for students with disabilities.
21. Coordinate updated testing for college bound students – complete educational testing with eligible students.
22. Organize and participate in transition related field trips.
23. Maintain referrals and oversight of students participating in day habilitation programs and pre-vocational training programs.
24. Provide in-service programs for professional and support staff.
25. Provide and/or coordinate parent workshops in transition-related topics.
26. Coordinate and oversee paid and unpaid school-to-work employment and community activities.
27. Attend Individualized Education Program (IEP) meetings of students ages 14-21.
28. Perform anything deemed necessary by the High School Principal and/or Supervisor of Special Education

Evaluation:

Observation and evaluations will be done according to the teacher evaluation plan and district policy.

This job description does not state or imply that these are the only duties to be performed by the employee occupying this position. Employees in this position will be required to perform any other duties requested by their administrator(s) and/or supervisor(s) in accordance with the essential functions and duties for this position.

Note: The transition coordinator is a full-time teacher assigned to Delaware Valley High School that receives a stipend in the same amount as a department chair for his or her activities that extend above a normal teaching load.

POSITION: **READING SPECIALIST**

REPORTS TO: Director of Elementary Education/Building Principal

Qualifications:

1. Must possess a valid Pennsylvania Teaching Certificate in the area of Reading Specialist.
2. Have completed the Reading Specialist Coursework and Practicum
3. Have the ability to perform essential functions.
4. Be an American citizen or qualified alien.
5. All clearances and trainings will be in accordance with state regulations.
6. Meet all state and federal qualifications.

Requirements:

1. Is mobile for extended periods of time based upon required tasks.
2. Is mobile to travel distances inside school facilities.
3. Can perceive speech or the nature of sounds in the air with or without a hearing aid.
4. Is able to withstand emotional stress.
5. Can tolerate many types of situations and personalities.
6. Maintain professional attitude.
7. Demonstrate the facilitative qualities of empathy, honesty, and positive regard in interpersonal relationships with parents, pupils, district personnel, and community agencies.

Essential Functions:

The Reading Specialist shall:

1. Communicate effectively in English both orally and in writing.
2. Read and comprehend written material on a college level.
3. Set an example of a stable emotional climate for parents, staff, and students to model.
4. Adequately supervise students in all settings.
5. Dress appropriately.
6. Ensure a safe and stable environment for students.
7. Be available for in-service programs that will enhance teaching and interpersonal skills.
8. Be computer literate.
9. Be able to lift a child (elementary).

Duties:

The Reading Specialist will:

1. Preparation. All professional staff should demonstrate the ability to prepare, plan, and use effectively instructional lessons appropriate to their teaching assignment.
2. Technique. All professional staff should demonstrate the ability to use appropriate teaching techniques to enhance teacher effectiveness.

3. Pupil Reaction. All professional staff should encourage positive teacher-student relationships.
4. Personality. All professional staff should be able to respond effectively to appropriate administration and supervision.
5. Attitude. All professional staff should display positive attitudes towards achieving educational goals.
6. Ability to cooperate. All professional staff should demonstrate the ability to cooperate with others.
7. Maturity. All professional staff should display maturity.
8. Dependability. All professional staff shall be dependable.
9. Communication. All professional staff should demonstrate the ability to communicate effectively.
10. Physical characteristics. All professional staff should give adequate attention to personal and physical characteristics.
11. Professionalism. All staff should strive for continued professional growth opportunities.
12. Participate as a member of the IST/MDT team to facilitate student intervention or placement when requested.
13. Meet with parents as needed. These meetings will focus on what parents can do to aid their child's special reading needs.
14. Prepare all state mandated reports for the Title I Program.
15. Participate in the IST and SAP process.

Evaluation:

Observation and evaluations will be done according to the teacher evaluation plan and district policy.

This job description does not state or imply that these are the only duties to be performed by the employee occupying this position. Employees in this position will be required to perform any other duties requested by their administrator(s) and/or supervisor(s) in accordance with the essential functions and duties for this position.