



POSITION DESCRIPTION
**CANNON VALLEY SPECIAL
EDUCATION COOPERATIVE**

MARCH 2022

SECTION I: GENERAL INFORMATION

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| Position Title: Licensed Teacher (K-12) | Department: Instructional |
| Immediate Supervisor's Position Title: Executive Director and Program Coordinator | |
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| Job Summary: Under the direction of the Executive Director and Program Coordinator, the Licensed Teacher represents a broad grouping of diverse and different instructional positions responsible for developing lesson plans to present district curriculum in assigned instructional subjects; delivering and instructing students in lesson plans and instructional material; evaluating and assessing student progress against instructional outcomes and objectives. Licensed Teachers also participate and collaborate with other instructional professionals, administrators, parents, counselors, and other district personnel concerning student needs, issues and district learning initiatives, curriculum and building issues. | |

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

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| Duty/Responsibility No: | 1 | Statement of duty/responsibility: Provides and delivers classroom instruction to students incorporating the essential elements of instruction. |
| Percent of Time: | 60% | |
| Tasks involved in fulfilling above duty/responsibility: <ul style="list-style-type: none"> • Teaching at appropriate levels of difficulty. • Assessing student progress and determining the need for additional reinforcement or adjustments to instructional plans/techniques/goals. • Teaching specific learning objectives. • Employing various teaching techniques, methods and principles of learning to best the needs of students and district learning outcomes. • Using appropriate instructional technology to enhance student learning. | | |

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| Duty/Responsibility No: | 2 | Statement of duty/responsibility: |
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| Percent of Time: | 10% | Plans and develops instructional plans, lessons, experiments, and other support activities to present approved district curriculum in accordance with district goals and objectives. Determines needs and abilities of students and determines methods and techniques to best present and provide instruction to students within assigned subject(s) areas. |
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Tasks involved in fulfilling above duty/responsibility:

- Organizes classroom supplies and materials. Performs routine cleaning and housekeeping functions to maintain a proper learning environment.

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| Duty/Responsibility No: | 3 | Statement of duty/responsibility: Evaluates student performance against learning objectives. Develops tests to test performance, grades performance, corrects papers, and conducts parent teacher conferences to discuss student progress, problems, strengths, concerns or other pertinent issues of the student, family and school. |
| Percent of Time: | 10% | |

Tasks involved in fulfilling above duty/responsibility:

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| Duty/Responsibility No: | 4 | Statement of duty/responsibility: Establishes and maintains student control and discipline in the classroom, school premises or during school activities by communicating expectations of appropriate behavior. Employs and implements a classroom structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district policies and procedures. |
| Percent of Time: | 5% | |

Tasks involved in fulfilling above duty/responsibility:

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| Duty/Responsibility No: | 5 | Statement of duty/responsibility: Provides instructional leadership to other support staff within the classroom involved instructional support activities and functions. Assigns activities, provides guidance and instructional oversight. |
| Percent of Time: | 5% | |

Tasks involved in fulfilling above duty/responsibility:

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| Duty/Responsibility No: | 6 | Statement of duty/responsibility: Collaborates with other educational professionals and administrators regarding the needs of students, instructional needs, new instructional technologies or approaches to student problems, learning or curriculum. Serves on District committees, task forces, administrative meetings or IEP meetings to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision-making. |
| Percent of Time: | 10% | |

Tasks involved in fulfilling above duty/responsibility:

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| Duty/Responsibility No: | 7 | Statement of duty/responsibility: |
| Percent of Time: | | Performs other comparable duties of a like or similar nature as assigned. |
| Tasks involved in fulfilling above duty/responsibility: | | |
| <ul style="list-style-type: none"> • Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge. • Attends training sessions, conferences, seminars, district and departmental meetings. • Keeps abreast of changing developments, trends, instructional and educational technologies. | | |

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

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| EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following: | | | | |
| REQUIRED EDUCATION/TRAINING (choose one) | | DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.) | | |
| less than high school diploma | | Bachelor's Degree | | |
| High school diploma or GED. | | Major field of study or degree emphasis: Education. | | |
| 1 year college | | | | 2 years college |
| 3 years college | x | | | 4 years college |
| 1st year graduate level | | Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Knowledge of teaching principles, practices, techniques and approaches. • Knowledge of child development theories and development stages and needs. • Knowledge of current trends, theories and technologies pertaining to learning and instruction. • Knowledge of assessment procedures and techniques, test construction and evaluation methods. • Knowledge of subject material, concepts and issues related to grade/subject of assignment. • Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases). • Knowledge of instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements of the district. | | |
| 2nd year graduate level | | | | |
| Doctorate level | | | | |
| Required Work Experience in Addition to Formal Education/Training: Requires completion of assigned internship/practice teaching experience as part of formal training and degree program. | | | | |
| Required Supervisory Experience: | | | | |

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| LICENSE/ CERTIFICATION | Identify licenses/certification required upon hiring: Licensed teacher in the State of MN and licensure to teach in assigned areas of responsibility. |
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| ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK | <p>Skilled in:</p> <ul style="list-style-type: none"> • Skilled in planning and developing lesson plans consistent with approved program curriculum. • Skilled in presenting complex materials and concepts in an understandable and grade appropriate manner. • Skilled in developing assessment tools, assessing and evaluating student performance and needs. • Skilled in leading group processes/discussions, utilizing a variety of instruction aids and technologies. • Ability to write reports, lesson plans, learning objectives, tests, and assists in writing and reviewing curriculum using and applying professional/technical concepts, principles and terminology. • Ability to deal effectively and appropriately with parents, students, staff and other educational professionals over instructional needs, concerns or problems of the student and district. • Dealing with children, staff, parents, administrators and other educational professionals over parenting issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs. Advises and makes recommendations to district administrators or committees concerning family education and parenting needs in curriculum and learning approaches. • The skill and ability to communicate - both orally and in writing. |
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| RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS | | |
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| | Titles of Positions Directly Supervised | # of Employees |
| 1 | | |
| TOTAL | | 0 |

| INDIRECT SUPERVISION: | |
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| Number of employees indirectly supervised: Educational Assistants | Total: 1-2 |

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| HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i> | Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed occasionally to disagreeable conditions involving human/student/parental contact. |
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| PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities | | | | |
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| Employee is required to: | Never | 1-33% Occasionally | 34-66% Frequently | 66-100% Continuously |
| Stand | | | | X |
| Walk | | X | | |
| Sit | | X | | |
| Use hands dexterously (use fingers to handle, feel) | | X | | |
| Reach with hands and arms | | X | | |
| Climb or balance | X | | | |
| Stoop/kneel/crouch or crawl | | X | | |
| Talk or hear | | | | X |
| Taste or smell | | X | | |
| Physical (Lift & carry): up to 10 pounds | | | X | |
| up to 25 pounds | | X | | |
| up to 50 pounds | X | | | |
| up to 75 pounds | X | | | |
| up to 100 pounds | X | | | |
| more than 100 pounds | X | | | |

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:
Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or negligible amount of force constantly to lift, carry, push, pull or otherwise move objects in the performance of the job.



