Elementary Teacher Opening 2019-2020

District Elementary Literacy Coach
- Non-Supervisory role and is a non-evaluative role.
- The coach advocates for, facilitates, and supports the work of JPS literacy teachers.

Qualifications:
- Elementary teacher certification
- Masters in Reading Instruction
- Experience in coaching/leadership role
- Experience with Teachers College Reading and Essential Practices in Literacy training preferred
- Experience or training with Cognitive Coaching or other coaching
- Effective and successful classroom experience, with preference at various grade levels.
- Strong instructional leadership skills, including knowledge of concrete methods for successfully raising student achievement and success in literacy.
- Firm conceptual grasp of learning targets, learning progressions, assessments.
- Demonstrate skill to assist instructional staff to become more reflective in their teaching practices to refine what they are doing, set personal teaching goals, share with others their attempts to improve student achievement.
- Demonstrate knowledge of curriculum development and planning.
- Demonstrate deep knowledge of relevant content areas and how to incorporate literacy strategies to enhance student depth of knowledge and achievement.
- Demonstrate knowledge and use of rich array of instructional approaches, resources and technologies through data driven decision making.
- Interpersonal, problem solving and organizational skills required to effectively facilitate coaching and staff development.
- Ability to design high quality professional development for teachers/school staff.
- Knowledge and experience as an innovative teacher that successfully integrates best practices in classroom.
- History of teacher-leadership, demonstrated through participation in school and district committees and initiatives.
- Experience with Classroom Learning Labs.

Job Expectations:
- Support a unified district philosophy of reading through instruction, assessment, and intervention supports.
- Design high quality professional development for teachers/school staff.
- Support teachers across various scenarios as a mentor and coach, including one-to-one, group training, classroom visits, online forums, classroom demonstrations, etc. to model best practices and instructional strategies.

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- Provide teachers with ideas, feedback, instructional tools and resources.
- Support grade level leaders, grade level teams and classroom conversations around instructional best practices linked to student achievement and differentiated instruction.
- Facilitate Classroom Learning Lab opportunities for teachers.
- Provide support to data analysis and help teachers to read, understand, and support student growth based on achievement data.
- Collaborate with vertical ELA alignment conversations to best support instruction and student achievement.
- Support the implementation and consistency of the Workshop Model in literacy instruction.
- Assist teachers with the implementation and use of Learning Targets to help specifically focus their instruction on narrow learning goals.
- Support teachers in their study and learning of the principles of formative assessment.
- Provide frequent express professional development and collaborative conversations through the use of lunch and learns, book studies, technology or other methods.
- Support administrative growth with best literacy instructional practices.
- Build and maintain confident relationships with teachers so that trust is created and maintained between the teacher and the coach.
- Other duties and tasks as assigned by administration.

Please apply in online at www.jpsonline.org by 4:00 pm on Monday, May 27, 2019.
JPS Generic Teacher Job Description:

JENISON PUBLIC SCHOOLS

GENERIC TEACHER JOB DESCRIPTION

Job Title: K-12 CERTIFIED TEACHER

Qualifications:

1. BA/BS, degree from a college or university
2. Valid/appropriate Michigan teacher certification and/or other required license/credential
3. Hold degree(s) required for position
4. Meet NCLB “Highly Qualified” status for position as necessary
5. Kind and amount of similar prior job experience will be considered
6. Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable.

Reports To: Director of Instruction

Summary: To create a flexible educational program and a class environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes and knowledge needed to enhance student learning, in accordance with each pupil’s ability; to establish good relationships with parents and with other staff members. To help students learn subject matter and skills that will contribute to their development into mature, able, and responsible learners.
Essential Duties and Responsibilities:

1. Meets and instructs assigned classes in the locations and at the times designated utilizing course of study adopted by the Board of Education, and other appropriate learning activities. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.

2. Instructs pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.

3. Translates lesson plans into learning experiences so as to best utilize the available time for instruction. Guides, the learning process toward the achievement of curriculum goals and—in harmony with the goals—establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students.

4. Establishes and maintains standard of pupil behavior needed to achieve a functional learning atmosphere in the classroom and creates a classroom environment that is appropriate to the maturity and interests of the students.

5. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.

6. Evaluates pupils’ academic and social growth and maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.

7. Communicates with parents through conferences and other means to discuss pupil’s progress and interpret the school program.

8. Identifies pupil needs and cooperates with other professional staff members in assessing helping pupils solve health, attitude, and learning problems.

9. Creates and effective environment for learning through functional/content related and attractive displays, bulletin boards, and interest centers.


11. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

12. Maintains professional competence through staff development activities provided by the district and self-selected professional growth activities.

13. Selects and requisitions books and instructional aids; maintains required inventory records.

14. Supervises pupils in out-of-classroom activities during the assigned working day and makes provisions for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.

15. Administers group-standardized tests in accordance with district testing programs.

16. Participates in curriculum development programs as required.

17. Attends staff meetings and serves on staff committees as required.

18. Regular attendance is necessary.

Terms of Employment: Number of days, salary and benefits shall be established by the Master Contract and/or the Board of Education.

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Evaluation

Job performance will be evaluated by the building Principal or designated evaluator.

Revised: 4/17/15

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