

**GREGORY-PORTLAND INDEPENDENT SCHOOL DISTRICT
JOB DESCRIPTION**

Job Title: DAEP Lead Teacher—Distance and In-person Learning **Exemption Status/Test:** Exempt/Professional
Reports to: High School & Middle School Principal **Date Revised:** 04/26/2022
Dept./School: Disciplinary Alternative Education Program (DAEP)

Primary Purpose:

Provide students with appropriate in-person and distance or virtual instruction in the core academic subject area assigned to help them fulfill their potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills to function successfully in society. Collaborate with campus administrators to ensure coordination of instruction between home campuses and the DAEP

Qualifications:

Education/Certification:

Bachelor's degree from accredited university
Valid Texas teaching certificate with required endorsements or related training and work experience for certification waivers under the District of Innovation Plan (DOI)
Demonstrated competency in the core academic subject area assigned

Special Knowledge/Skills:

Knowledge of core academic subject assigned
Knowledge of curriculum and instructional best practices for online learning
Knowledge of ARD processes & IEP goal setting processes and implementation
Strong knowledge of Internet and web-related technology
Ability to instruct students using a variety of technology applications and platforms
Strong organizational, communication, and interpersonal skills
Ability to develop relationships and maintain consistent contact with student, parents, and colleagues
Ability to support students with computer set-up, navigation, and technology issues

Experience:

Two years' experience as a classroom teacher
Experience in instructional leadership roles

Major Responsibilities and Duties:

Instructional Strategies

1. Develop and implement lesson plans for in-person, distance, and virtual learning that fulfill the requirements of district's curriculum program and show written evidence of preparation as required. Prepare lessons that reflect accommodations for differences in individual student differences.
2. Plan and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of students assigned and present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.

3. Conduct assessment of student learning styles and use results to plan instructional activities.
4. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
5. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
6. Plan and assign work to instructional aide(s) and volunteer(s) and oversee completion.

Student Growth and Development

7. Provide timely feedback to students and track progress through a variety of methods.
8. Conduct ongoing assessment and feedback related to student achievement through formal and informal methods.
9. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
10. Be a positive role model for students and support the goals of the campus and school district.

Student Management

11. Schedules and conducts DAEP intake meetings on a regular basis, maintains minutes, and provides appropriate campus administrators with a copy of minutes.
12. Demonstrates support for student management policies and expected student behavior related to the DAEP.
13. Establishes and maintains open lines of communication by conducting conferences with parents, students, and teachers concerning vital issues.
14. Work with campus administrators to contribute to a student discipline management system that results in positive student behavior and enhances the school climate.
15. Conduct conferences about student and school issues with parents, students, and administrators.

Classroom Management and Organization

16. Create an in-person and virtual classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
17. Manage student behavior in accordance with Student Code of Conduct and student handbook. This include intervening in crisis situations and physically restraining students as necessary according to IEP.
18. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
19. Assist in selecting books, equipment, and other instructional materials.
20. Compile, maintain, and file all reports, records, and other documents required.

Communication

21. Be available by phone, email, or video conferencing to confer with district personnel, students, and/or parents.

22. Communicate with students or parents on a regular basis via phone or video conference, email, or district-approved website.
23. Establish and maintain a professional relationship and open communication with parents, students, colleagues, and community members.

Professional Growth and Development

24. Participate in staff development activities to improve job-related skills.
25. Comply with state, district, and school regulations and policies for classroom teachers.
26. Attend and participate in faculty meetings at both secondary campuses and serve on staff committees as required.
27. Develops, in collaboration with campus and District administration, goals and objectives which promote high standards of excellence related to discipline.
28. Demonstrates behavior that is professional, ethical, and responsible and serves as a role model for all staff.

Other

29. Follow district safety protocols and emergency procedures.
30. Has regular in person attendance and complies with notification procedures for absences.
31. Performs other duties as assigned by supervisors.

Supervisory Responsibilities:

Direct the work of assigned instructional aide(s) & office clerk.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Personal computer, phone systems, video/instructional equipment, and peripherals
[P.E. teachers: automated external defibrillator (AED)]

Posture: Prolonged sitting and standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting

Motion: Frequent walking; repetitive computer work with frequent use of hands and wrists

Lifting: Regular light lifting and carrying (less than 15 pounds); may lift and move textbooks and classroom equipment

Environment: Work inside from school, home, or location other than school building, may work outside; regular exposure to noise and computer monitors

Mental Demands: Maintain emotional control under stress; work prolonged or irregular hours

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Received by _____ Date _____