



POSITION TITLE: Teacher-Lab

EMPLOYMENT STATUS: Full-Time; Exempt

Location/Campus: DISTRICT

Reporting Agency: STRS

LICENSURE/CERTIFICATION/QUALIFICATIONS:

1. Bachelor's Degree and appropriate coursework in content area to be taught
2. Ohio Department of Education licensure as a teacher in a specific field and grade band.
3. Submission of professional application materials.
4. Prior experience working with students preferred

CONTRACT: Employment contract is contingent upon availability of funding; contract days determined by the school district; other terms and conditions of employment as per the School Board policies and procedures.

SALARY: Based on salary schedule and/or commensurate with experience and education.

DESCRIPTION: The educator is the primary instructional delivery person in the lab. Student achievement and growth are primarily dependent on the work and efforts of the lab teacher. The position is demanding, varied and complex. The lab teacher must be a relationship builder, have excellent communication and interpersonal skills and be well trained in content knowledge and research-based teaching strategies.

POSITION RESPONSIBILITIES:

- Teach assigned classes at a proficient level based upon the Goal Digital Academy standards of professional practice.
- Maintain appropriate licenses and training hours as required.
- Comply with applicable district, state, local and federal laws, rules and regulations.
- Adheres to all standards established by Teachers Standards set forth by the State of Ohio.
- Adhere to all Ohio Administrative Rules related to licensed educators.
- Attend work on a regular basis.
- Attend six face to face staff meetings at the Mansfield lab, online IEP meetings, and graduation.
- Report issues to authorities as necessary, child abuse, human trafficking, suspicious activity etc.
- Reports safety, sanitary and fire hazards immediately to supervisor.
- Focus on making learning visible through effective student engagement.
- Work cooperatively with other team members to improve the instructional program.
- Find ways to engage students in your course by contacting them on a regular basis. This could include, phone, email, text, open office hours for students to call, etc.
- Effectively use technology to support effective instruction and student learning.
- Evaluate and differentiate student progress and adapt individual programs to meet student needs.
- Implement Goal Digital Academy's curriculum with rigor, purpose, and planning.
- Implement teaching practices that align with how students learn.
- Report issues to authorities as necessary, child abuse, human trafficking, suspicious activity etc.
- Online state mandated trainings for accreditation, ie Public Schoolworks, Child Abuse, Gifted, etc.



- Serve as a mentor for an assigned group of students. Mentors are expected to make weekly contact in an effort to build and maintain relationships with students and their families. Weekly contact should include grades, attendance, important school events and support needed for academic success.

Family Relationships

- Return phone calls or emails within a 24-hour period
- Maintain consistent contact with students who are not completing assignments through Canvas' gradebook. If a student has failed to submit assignments by Wednesday for the previous week, they receive a message and then receive a daily phone call, text, etc. reminder until the work is completed. Messages are phrased positively.
- Use dropout detective weekly to identify the students who need additional motivation and support. Contact all yellow and red students. Message students and provide positive feedback to students each time you see them engage with the course.
- Use the alert function in Canvas Dropout Detective to keep advocates in the loop about students who have missed a full week of assignments or if a student has not responded to at least three message attempts.
- Alert the advocate of any special issues or family needs you learn about, so they can connect students to the community services. Also, make sure to put information about the community resource section of the website on every home page of your courses.

Curriculum and pedagogy

- Adapt vendor curriculum for Canvas
- Be knowledgeable about vendor curriculum scope and sequence
- Use data to identify portions of courses that students struggle with and develop supplemental curriculum in response to data analysis of student achievement and progress using the QM matters rubric for quality
- Submit a self-evaluation of any new teacher created curriculum prior to rolling it out (using QM rubric scoring)
- As a teacher data team, complete an annual data analysis of student progress and productivity to find courses, units and lessons that students struggle with. Create a plan for developing new curriculum to fill gaps.
- Apply trauma informed approaches to course assignments and feedback
- Continually monitor Canvas setup to ensure it is efficient and easy to navigate

Routines

- Teachers provide a weekly announcement on the course home page with tips for the course success, motivational sayings that apply trauma informed approaches and other support to develop profile of graduate.
- Teachers grade and post work within 72 hours.
- Updated weekly tasks and resources for lessons of the week by midnight Sunday
- Maintain professional license and participate in LPDC
- Teachers establish regular office hours weekly where students can talk to them in real time or get one on one help on academics (minimum 2 hours per course)

Additional CTE expectations

- Provide, encourage and coordinate CTE certifications
- Coordinate CTSOs and involve students in competitions
- Host an advisory meeting each semester



SKILLS, ABILITIES AND KNOWLEDGE:

- Knowledge of high quality blended and online teaching structure and delivery
- Knowledge of FERPA and HIPPA
- Knowledge of Ohio's Academic Content Standards
- Knowledge of current testing programs and state mandated assessment tools
- Knowledge of current educational issues and best practices
- Knowledge of community agencies that can support students and families
- Knowledge of pedagogy to teach problem solving processes and creative thinking skills
- Knowledge of trauma informed approaches to learning and discipline
- Ability to use technology as both a productivity tool and as a method of communication; proficient in computer applications including Microsoft Office
- Ability to maintain accurate student records
- Ability to, plan strategies, and activities to meet individual needs of students
- Ability to read and understand state and NWEA data to evaluate student's progress
- Ability to analyze and interpret assessment data within each assigned course
- Ability to communicate effectively both orally and in writing
- Ability to maintain confidentiality
- Ability to develop and maintain effective working relationships with students, their families, co-workers, administrators, and the public
- Ability to work with team to analyze, synthesize, and evaluate program progress and implement changes.

Metrics for success:

- Passage rate
- Instructor Insight - % of high risk students, compliance with feedback/grading policy
- Attendance
- Correlations between end of course exam scores and grades

PHYSICAL DEMANDS & WORK ENVIRONMENT:

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing duties of this job, the employee is regularly required to sit, walk, talk, or hear, and operate a computer and other technology devices.

The employee must occasionally lift and/or move up to fifty pounds (e.g. notebooks, reports). Specific vision duties of this job include close vision.

The noise level in the work environment is relatively quiet but may escalate in group or event settings. The work environment may include exposure to disease and infections.

The employee may be required to deal with students with behavioral risks.

This position may require attendance at meetings outside of regular work hours (e.g. early morning, after school).



This position involves stress as a result of the responsibility to ensure that laws, regulations and procedural rules are followed, the responsibility of dealing with individual student concerns and maintaining student discipline, and the demands of maintaining effective communication with other staff members, students and parents.

ADDITIONAL REQUIREMENTS:

The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment at GOAL Digital Academy.

The employee must complete a satisfactory background check.

The employee shall have a valid driver's license or available transportation.

The employee is responsible for familiarizing him/herself with the GOAL Digital Academy Handbook as well as Board Policy employee expectations.

This job description is subject to change and in no manner states or implies that these are the only duties and responsibilities to be performed by the employee.

The employee will be required to follow the instructions and perform duties required by the employee's supervisor and/or Superintendent.

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job.

Employee Signature/Date

Supervisor Signature/Date