



Dallas Community School Guide Job Description

Position Summary:

Meets bi-weekly with homeschool students and families to guide and support the Personalized Learning Plan for each student. Administers appropriate assessments to measure learner's progress. Develops and provides direct instruction for students who attend classes on site.

Essential Requirements:

1. A minimum of a Bachelor's degree from an accredited institution.
2. Holds an appropriate license from the Teacher Standards and Practices Commission in the State of Oregon.
3. Demonstrates strong oral and written communication skills.
4. Ability to effectively work and communicate with students, parents, and school personnel.
5. Maintains integrity of confidential information relating to students, staff, and families.
6. Ability to work harmoniously with others.
7. Maintains reliable personal transportation, provides a copy of auto insurance, and maintains a good driving record.

Essential Responsibilities:

Meets the standards of Competent and Ethical Performance as outlined in Oregon Administrative Rules (OAR 584-020-000 to 584-020-0045). The following Interstate Teacher Assessment and Support Consortium Standards (InTASC) outlines what DCS teachers should know and be able to do.

Standard #1: Learner Development

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

1(e) The teacher understands that each learner's cognitive, linguistic, social,

emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Standard #3: Learning Environments

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

Standard #4: Content Knowledge

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(o) The teacher knows when and how to evaluate and report learner progress against standards

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

Standard #7: Planning For Instruction

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

Standard #8: Instructional Strategies

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard # 9: Professional Learning and Ethical Practice

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

Standard #10: Leadership and Collaboration

10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Addendum:

1. Effectively works with and responds to people from diverse cultures or backgrounds
2. Cultivates and models a respectful working and learning environment.
3. Instructs students directly and guides the learning process toward the achievement of curriculum goals as outlined in the Personalized Learning Plan (PLP); establishes clear objectives for all instructional content areas and/or classroom learning units.
4. Develops and appropriate PLP for each student assigned on caseload in collaboration with the Learning Coach (parent). Uses this document when meeting with Learning Coach to guide the individualized instructional plan.
5. Is familiar with and implements IEP/504/TAG/Medical/Dilatory etc. plans.
6. Develops weekly goals and submits an electronic copy to the director. Examples of goals may include developing a new lesson, scheduling/attending a meeting, administering an assessment.
7. Diagnoses the instructional needs of all students and prescribes or suggests appropriate learning activities for each student.
8. Works with team members to accomplish mutually agreed upon goals.
9. Is responsive to feedback from colleagues and the director and is able to apply feedback to improve skills and services to all students and families.
10. Establishes and maintains trust and open lines of communication with all students and parents concerning the academic progress of all students on caseload.
11. Strives to improve professional competence through an ongoing program of reading, workshops, conference, classes, and other professional development activities.
12. Utilizes computer and software programs as related to classroom instruction, family consultation, student assessment, weekly goals, Google Sheets and Google Drive files, and all other job related responsibilities.
13. Trains, problem solves, and provides guidance and leadership for Instructional Assistants if applicable.

14. Maintains accurate, complete, and confidential records as required by law, school policy and administrative regulations.

Work Environment:

1. This position is primarily performed indoors in the school building, family homes, or community meeting location, although some outdoor instruction and supervision may be required.
2. Possible exposure to bodily fluids due to student or employee injury or illnesses.
3. Frequent or prolonged standing, walking and sitting.
4. Drive personal car throughout the Willamette Valley to meet with families, attend meetings and other school related business.
5. Requires accurate perceiving of sound, near and far vision, depth perception, handling working with materials and objects.
6. Frequent and prolonged talking/hearing conversations.
7. Evening and/or extended work hours are required.
8. May be required to obtain a First Aid and/or CPR Card and serve as a Delegated Caregiver or Designated First Aid Provider.
9. Work may involve occasional lifting of objects weighing 20 to 40 pounds.

Workplace Expectations:

1. Guides shall maintain regular attendance at work and work activities, and is punctual in meeting deadlines, attending meetings, and following schedules.
2. Guides shall dress and be groomed in a neat, clean and appropriate professional manner for the assignment and work setting.
3. Guides shall maintain the integrity of confidential information relating to a student, family, colleague, or community members. Guides shall refrain from providing unnecessary personal information to families when it could create a safety or security issue for the staff.
4. Guides shall demonstrate appropriate judgment and professional behavior at all times. All licensed staff will meet the Teacher Standards and Practices Commission (TSPC) Standards for Competent and Ethical Educators and School Standards for Performance.

Work Year and Benefits:

This position generally follows the calendar for Dallas School District (DSD). However, guides are not employed by DSD, rather the Dallas Community School who in addition to a monthly salary offer employee leave, an insurance and cell phone stipend.

Salary:

Salary and benefit packages are negotiated and approved by the Community Innovation Partners Board (umbrella nonprofit organization for Dallas Community School).

Evaluation:

Job performance will be evaluated in accordance with the law and Board’s policy on Evaluation on Licensed Employees, Policy GCN.

Employee Statement:

“I have received the above position description and understand its contents.”

“I am aware that my job description may be revised or updated at any time and that I remain responsible for knowledge of its contents.”

“I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the Dallas Community School regarding the requested accommodation(s)”.

Employee Name (Print)

Employee Signature

Date

Director Signature

Date