



## Job Description

<b>Job Title</b>	Secondary Teacher
<b>Classification</b>	Certified
<b>FLSA Classification</b>	Exempt
<b>Reports To</b>	Secondary Principal
<b>Location</b>	Hybrid (Secure Home Office/School Campus 30391 SE Hwy 211 Eagle Creek, OR)
<b>Driving Requirement</b>	Yes - occasional field trips and school activities
<b>Education/Licensing Required</b>	Bachelors in Education required; Masters preferred Oregon Teaching License
<b>General Description</b>	The Secondary Teacher in a hybrid learning environment is responsible for delivering high-quality instruction to students in both in-person and virtual settings. This role requires designing and implementing engaging lessons that align with curriculum standards, leveraging technology to enhance learning, and fostering a supportive, inclusive classroom community. The teacher will monitor student progress, provide feedback, and adapt teaching strategies to meet the diverse needs of learners across both formats. Collaboration with colleagues, students, and parents is essential to ensure academic success and promote student well-being in this flexible, innovative learning environment.
<b>Duties and Responsibilities</b> To perform this job successfully, an individual must be able to perform each essential duties satisfactorily. The requirements below represent the required knowledge, skill, and/or ability. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.	
<b>Planning and Learning:</b> <ul style="list-style-type: none"> <li>● Design culturally responsive lesson plans, aligned to state standards and thematic units.</li> <li>● Define goals, objectives and assessment strategies for unit and daily plans.</li> <li>● Sequence content and activities appropriately.</li> <li>● Plan for differentiated activities to meet the needs of all learners.</li> <li>● Develop effective classroom routines and structures to maximize learning.</li> <li>● Establish and Maintain Summit Learning Charter behavioral norms and expectations.</li> </ul>	
<b>Classroom Management:</b> <ul style="list-style-type: none"> <li>● Become familiar with the student handbook and uphold the code of conduct.</li> <li>● Teach and reinforce school-wide student behavior expectations.</li> <li>● Set Clear and Consistent Rules - Establish classroom expectations early and reinforce them regularly to create a structured learning environment.</li> <li>● Model Respectful Behavior - Demonstrate kindness, patience, and professionalism.</li> <li>● Maintain Engagement - Keep lessons interactive, varied, and relevant to minimize disruptions.</li> <li>● Address Issues Proactively.</li> </ul>	
<b>Delivery of Instruction:</b> <ul style="list-style-type: none"> <li>● Present material clearly and explicitly, utilizing exemplars, vivid and appropriate language.</li> <li>● Successfully reach all students by differentiating, scaffolding and using peer and/or adult helpers.</li> </ul>	

- Regularly involve students in engaging activities and discussions in which they are active learners and problem solvers.
- Use highly effective strategies, questions, materials, technology and groupings to boost the learning of all students.
- Adapt lessons and units to exploit teachable moments and correct misunderstandings.
- Consistently have students summarize and internalize what they learn and apply it to real life situations.
- Effectively use digital tools for online instruction and student engagement.
- Use universal accommodations.
- Implement UDL strategies.
- Support SLC onsite activities: plan organize instruct enrichment activities on a rotational basis in equity with all teachers

#### **Monitoring, Assessment and Follow Up:**

- Post and review clear criteria for proficient work, including rubrics and ensure students understand expectations.
- Give well-constructed assessments and use the information to guide instruction and/or interventions.
- Check for understanding through a variety of methods; immediately address confusion or misunderstandings.
- Have students set ambitious goals, continuously self-assess, and take responsibility for improving performance.
- Follow up with struggling students, with personal attention, so they all reach proficiency.
- Work with team teachers or other colleagues to analyze student data to draw actionable conclusions and leverage student growth.
- Work with team teachers or other colleagues to reflect on what worked and what didn't and continuously strive to improve instruction.

#### **Family and Community Outreach:**

- Demonstrates sensitivity and respect for family and community culture, values, and beliefs.
- Show parents an in-depth knowledge of their child and a strong belief they will meet or exceed standards.
- Provide students and parents with clear, user-friendly learning and behavior expectations.
- Make sure parents hear positive news about their child first, and immediately flags any problems.
- Deal immediately with parent concerns and make parents feel welcome any time.
- Use student-led conferences, correspondence, report cards and informal conversations to provide parents with helpful feedback on their child's progress.

#### **Professional Responsibilities:**

- When interacting with parents or stakeholders, ensure your communication is clear, concise, and accurate.
- Always maintain a professional demeanor and respect appropriate boundaries.
- Collaborates regularly with teaching partners to ensure alignment of curricular goals.
- Conduct work with ethical, honest, and forthright practices, use good judgment, and maintain confidentiality.
- Promotes and encourages positive staff and school culture and climate.

**Work Environment:**

Summit Learning Charter is a unique Charter School specializing in virtual education blended with real-life enrichment and dual credit college programs. We are fortunate to offer a blended learning environment where we get to teach students at our on-site campus in Eagle Creek as well as teach online from home.

**Physical Demands:**

The physical demands described here 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 the duties of this job, the employee is frequently required to sit, use hands to finger, handle, or feel, talk and listen and must regularly stand and walk.
- Specific vision abilities required by this job include:
  - Close vision (clear vision at 20 inches or less)
  - Distance vision (clear vision at 20 feet or more)
  - Color vision (ability to identify and distinguish colors)
  - Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
  - Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- The employee may occasionally lift up to 25 lbs.

**By signing this document, I acknowledge that I have read and received a copy of the responsibilities expected of me in this position at Summit Learning Charter.**

**Print Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Updated: January 2025

**Equal Opportunity Employer:**

Summit Learning Charter is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws.