

THIRD GRADE TEACHER: ELEMENTARY JOB ANALYSIS OF PHYSICAL, MENTAL, AND EMOTIONAL DEMANDS

Job Summary: *Under the direction of the School Principal the teacher is responsible for the education of assigned students and will create a flexible program and class environment favorable for learning and personal growth. The teacher will establish effective rapport with students; motivate students to develop skills, attitudes, and the knowledge needed to provide a good foundation for further education, and do so in accordance with each student's ability. Professional relations will be developed and maintained with other staff and parents.*

Summary of Physical Demands: *An elementary school teacher is considered a LIGHT Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupational Title, Fourth edition published by the US Department of Labor. - Elementary school teacher listing #092.227-010.*

Educating Students

ESSENTIAL FUNCTIONS

- 1. Teach subject matter, ie., reading, language arts, social studies, mathematics, science, art, health, physical education, music, utilizing the course of study adopted by the Board of Education, correlated with other appropriate learning activities.*
- 2. Develop lesson plans, adapt curriculum to meet individual student needs, and utilize effective teaching techniques in translating lesson plans into productive student learning experiences which best utilize the time available for instruction.*
- 3. Utilize computers and other technological classroom support equipment in student instruction.*
- 4. Control the storage and use of district owned property; make minor adjustments and request repairs as required.*

Physical Demands

- 1. When performing activities throughout the day related to the educating of students, the teacher spends the majority of the day standing in the classroom. While standing the teacher will frequently hold light objects they are working and demonstrating, etc. These can be held from waist level to slightly above the teacher's head. He or she must walk through the classroom and be able to maneuver in tight spaces between desks, etc. Dealing with the students can entail kneeling or squatting, stooping, and bending from 50-70 degrees at the waist on an occasional to frequent basis on a given day. The chalk board is occasionally too frequently used which can require grasping the chalk or eraser, reaching at, below, or above shoulder height with the dominant upper extremity and may require trunk or neck rotation to look back at the class.*

2. Teachers are required to assist in physical education class on a rotating basis. This occasionally involves lifting, using both upper extremities while assisting the child to do pull-ups, etc.
3. Playground duty is rotated. This involves walking on even and uneven surfaces including pea gravel and negotiating a 6 inch curb.
- 4.. The teacher may use computers, overhead projectors, TV, VCR etc. It requires a 10 pound force to push or pull the VCR/TV stand, the handles are at a height of 42 inches. The overhead projector requires 5 pounds of force to move, handles are at 34 inches height. It is also necessary to forward bend, squat, kneel, etc. when working with equipment, plugging it in, etc.
5. The teacher often moves children's desks and chairs to change the layout of the classroom to influence the learning situation. It is occasionally necessary to lift and carry boxes weighing up to 25 pounds from the office to classrooms. Carrying can be up to 200 feet and varies.
6. The teacher must sit on an occasional basis when developing lesson plans, grading, etc. This is done at the desk with forward bending from the waist, leaning on forearms, and looking down requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., occasionally or frequently, depending on the day.

Mental Demands

1. Assess baseline academic levels,. learning abilities, needs, and styles of students of significantly different capabilities.
2. Exercise creativity and mental flexibility in presenting instructional material to accommodate students of widely varying learning styles and intellectual levels.
3. Develop a curriculum sequence which allows for adequate coverage of all required academic subjects during the school year.
4. Facilitate the development of student self-esteem, trust, and respect through positive, constructive, student-teacher interaction in both group and individual settings.
5. Understand and carry out the, selection, implementation, and maintenance of current teaching support technology and materials.
6. Create opportunities for students to receive personalized assistance through use of support services (e.g., volunteers, teacher aides, support technologies).
7. Determine how to fulfill curricula to maximize students' acquisition of Mastery Skills.
8. Create teaching processes which maximize relevance and student involvement in authentic tasks which facilitate discovery learning.

9. Manage the distraction of interruptions (e.g., students entering and exiting the classroom to go to or return from resource; students at the back of the room receiving Title 1 help or working with a volunteer) without losing concentration or unduly disrupting class work.

10. Keep current with the best teaching processes, instructional resources and materials.

Emotional Demands

1. Possess the motivation and self-discipline to maintain currency with professional literature, teaching techniques, technology and instructional materials.

2. Detect and understand the unique roadblocks individual students have in learning and then demonstrate patience by persevering with traditional or alternative learning processes.

3. Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).

4. Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.

5. Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.

6. Take the appropriate emotional risk to implement new teaching techniques and instructional technology and materials.

MARGINAL FUNCTIONS

1. Create an effective learning environment through functional and attractive displays, bulletin boards, and interest centers.

2. Select and requisition books and instructional materials; maintain required inventory records.

Physical Demand

1. Hands are used to grasp and manipulate scissors, glue, tacks, etc. Reaching below, at or above shoulder height may be necessary. Climbing and balancing on counters, step ladders, or chairs also needed.

2. Seeing, writing, reaching to file, etc.

Managing Student Behavior

ESSENTIAL FUNCTIONS

5. *Maintain classroom organization and discipline.*

6. *Establish and maintain standards of student behavior needed to achieve a functional learning atmosphere.*

7. *Provide and maintain a safe and supervised environment in the classroom and on the school grounds.*

Physical Demands

1. The teacher must see and hear on a continuous basis as well as speak frequently. Positions may vary from standing, sitting, walking etc.

2. On a rare occasion it may be necessary to move quickly, run, etc. over smooth to uneven surfaces such as on asphalt, pea gravel, on the playground, or on the grass. A whistle is used on the playground requiring the ability to blow. The playground has a 6 inch curb to step over.

Mental Demands

1. Develop realistic expectations regarding developmentally-appropriate behavior.

2. Create a discipline monitoring and evaluating process.

3. Analyze disruptive and non-compliant behavior.

4. Develop a process for implementing reasonable and effective consequences in manner consistent with the developmental level of the students.

5. Interpret students' underlying needs and motivations.

6. Consistently follow through with prior established consequences.

7. Determine strategies to more effectively meet or manage a student's needs before discipline is required.

8. Coach students to find alternatives to self-defeating behavior.

9. Motivate the non-compliant or withdrawn student by customize the learning experience.

10. Perceive when in conference with a student's parents or a referral for additional help is needed.

Emotional Demands

1. Convey interpersonal accessibility (openness) to student responses concerning classroom discipline and incorporate reasonable student input into the structure and process.

2. Address stressful events created by hostile, confrontive students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in judgments.

3. Remain sensitive to the non-compliant, student's needs, following: discipline by showing increased personal interest and involvement.

Evaluating Students

ESSENTIAL FUNCTIONS

8. Evaluate student's academic and personal growth by utilizing techniques which accurately measure student progress.

9. Keep appropriate records and prepare progress reports.

Physical Demands

1. Record keeping utilizes writing with pens and markers' requiring prolonged grasp. Seeing is necessary on a continuous basis while doing this function.

2. Preparing exams, test, etc. may utilize the various copy machines in the school. The specific physical demands of each of these machines have not been determined: at the time of this analysis.

Mental Demands

1. Develop multiple evaluation procedures which will accurately reflect a student's progress in the subjects being taught.

2. Recognize and accommodate for individual student differences in ability, learning style, and social/cultural orientation when assessing, progress and adjusting performance.

3. Establish criteria for evaluating subject matter which also allows for subjective judgments about a student's performance.

4. Ensure fairness in judging academic and personal performance in students as well as against a student's own past performance, avoiding bias and labeling

6. Manage the time and organizational demands of keeping accurate records and preparing timely reports.

Emotional Demands

1. Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.

2. Enhance one's professional teaching commitment with punctuality and attendance (avoiding the “comin late, leave early”, or "often absent' syndrome).
3. Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
4. Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, and administrators regarding compliance with professional standards.
5. Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.

MARGINAL FUNCTIONS

1. Administer group standardized tests in accordance with district testing program.

Physical Demands

1. Lifting and carrying boxes equal or less than 25 pounds which were not weighted or measured at this time Standing, sitting, hearing, speaking are required to administer tests.

Optimizing Communication

ESSENTIAL FUNCTIONS

10. Communicate with parents through conferences and other means discussing academic, and personal progress; interpret school programs.

11. Communicate and cooperate with other professional staff in academic and personal growth areas.

Physical Demands

1. The degree of frequency or, time spent doing these physical demands varies throughout the school year.

Included but may not be limited to:

Speaking (in person or on the phone)
Hearing

Sitting
Writing

Seeing
Standing

MARGINAL FUNCTIONS

1. Participate in faculty meetings, committees and the sponsorship of student activities.

Physical Demands

Vary according to the activity and must be looked at on a case by case basis.

Upholding Professional Standards

ESSENTIAL FUNCTIONS

12. Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission.

13. Conform to district policies including attendance, absences and evaluations.

14. Attendance must be adequate to acceptably perform listed job functions.

Physical Demands

1. No specific physical demands were detailed at this time.

MARGINAL FUNCTIONS

1. Maintain professional competence through in-service education activities provided by the district and through self-selected professional growth activities.

Physical Demands

Vary according to the activity and must be looked at on a case by case basis.

Perform other job duties as required.

***The list of essential and marginal functions as well as the physical, mental, and emotional demands for this position is not exhaustive and may be supplemented if necessary.

I. VEHICLES AND/OR EQUIPMENT DRIVEN

None

II. WORK SITE ACCESSIBILITY

Building is accessible by ramp. Ramps to gym and lunch room. Teachers' rest rooms are not accessible to people with disabilities. Girl's rest room is accessible.

III. ENDURANCE (based on average teaching day.. Days involving meetings will vary.)

Hours at one time**Total hours In an 8 hour day**

Sit: hour	5-6minutes	3/4
Stand: hours	2 hours	6 1/4
Walk:	5 min--usually involves moving around classroom	1 hour
Drive:	0.	

Hours Worked: 8

1. Teachers arrive at 8 a.m.
2. Children at school 8:30 a.m. and stay til 3:45p.m.
3. Teachers leave 430-5:00 p.m.
4. Teachers usually get 1/2 free for lunch, except for bad weather days when they must remain in classroom.

Days Worked 5

IV. Machines/Tools Used

Computer
Overhead Projector
Copy Machine
Ditto Machine
Reisograph
Film projector
Scissors
Whistle
Pen, pencil, marker
Chalk, erasers
Stapler
Film strip

V. Work Conditions

Inside/outside: 84-90% of most days inside. Must spend time outside for recess, fire drills, special activities.

Heat Extremes: May experience outdoors.

Fumes/odors/dust: May experience outdoors. Chalk dust indoors.

Toxic conditions/ventilations: N/A

Confined areas: N/A