

## ARTS EDUCATION TEACHER

### KIND OF WORK

Professional statutory unclassified academic classroom programming, instruction, and advisory services for students at the Perpich Center for Arts Education (PCAE) Arts High School (AHS).

### NATURE AND PURPOSE

Under limited supervision, perform a broad range of work activities typical of high school classroom teachers in an arts-oriented interdisciplinary setting. This class series differs from the Special Teacher class series in that incumbents must be teachers at the Arts High School (AHS) and the class is statutorily unclassified per M.S. 43A.08, subd. 1(9). AHS is a comprehensive, residential, tuition-free public high school for 11<sup>th</sup> and 12<sup>th</sup> grade students who are Minnesota residents. Innovative programs and partnerships at AHS integrate arts and academics through interdisciplinary learning approaches focused on students' individual goals, skills, learning styles and aspirations.

Placement in this class series is not distinguished by subject content. Regardless of the academic subject area(s) taught, incumbents are expected to understand the PCAE mission, goals, requirements and programs sufficient to advise students and participate in a school-wide interdisciplinary approach to learning that connects program content and skills to other program areas throughout the arts and general studies. Incumbents are placed in one of the following nine classifications according to the State Residential Schools Education Association (SRSEA) bargaining agreement's Special Teacher Salary Schedule definitions for applicable compensation codes, based on their individual credentials:

<u>Class Code</u>	<u>Class Title</u>
008670	Arts Education Teacher 1
008671	Arts Education Teacher 2
008675	Arts Education Teacher 3
008676	Arts Education Teacher 4
008677	Arts Education Teacher 5
008678	Arts Education Teacher 6
008679	Arts Education Teacher 7
008680	Arts Education Teacher 8
008796	Arts Education Teacher 9

EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

Establish clear objectives for lessons, units, and projects, and communicate those objectives to students.

Develop and provide instructional learning experiences for AHS students that are consistent with the PCAE mission, operating characteristics, school learner goals, planned curriculum, and stated learner outcomes.

Assess and document students' learning styles, educational needs, progress and achievement of planned learner outcomes of each Student's Learning Plan (SLP), and instructional objectives of the learning experiences associated with the SLP.

Advise and mentor assigned students for the purpose of SLP development, monitoring their learning progress, making collaborative suggestions for improvement, encouraging them to explore learning opportunities and persevere with challenging tasks, planning community service project(s), reporting to parents, and providing general guidance for students' personal development and general well-being.

Enforce established policies and rules governing students.

Participate in faculty planning meetings and assist in the planning for use of instructional blocks of time, including interdisciplinary instruction and common experiences.

Assist in developing and implementing evaluation plans to assess the effectiveness of AHS's curriculum and instructional delivery systems.

Maintain advisory, scholastic and attendance records and write reports.

Represent PCAE's interdisciplinary approach by participating in PCAE and AHS outreach activities, which may include presenting topics at professional workshops and conferences.

Participate in appropriate professional development opportunities and incorporate relevant new strategies, techniques, and curriculum into the classroom.

### KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of:

**Education and Training** – principles and methods for curriculum and training design, teaching and instruction for high school students, and the measurement of training effects.

**Fine Arts** – theory and techniques required to compose, produce, and perform works of art in dance, literary arts, media arts, music, theater, and/or visual arts sufficient to integrate knowledge of the fine arts into a comprehensive arts high school academic curriculum, regardless of subject matter.

**Interdisciplinary Learning Approaches** – theory and techniques involved in integrating the arts with academics to facilitate students to develop skills utilizing work processes associated with high-level attainment in the arts, regardless of subject matter.

**Psychology** – knowledge of human behavior and performance; individual differences in ability, personality, and interests; and learning and motivation as applied to high school students.

**English Language** – structure and content of the English language, including the meaning and spelling of words, rules of composition, and grammar.

Skill in:

**Teaching Students** – identifying students’ educational needs, developing formal educational programs or classes, and instructing or otherwise facilitating their active learning process(es).

**Learning Strategies** – selecting and using instructional methods and procedures appropriate for the situation when learning or teaching concepts, subjects and curriculum.

**Updating and Using Relevant Knowledge** – keeping up-to-date technically and applying new knowledge on the job.

**Active Listening** – giving full attention to what others are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

**Oral and Written Expression** – communicating information and ideas clearly, orally and in writing, so others will understand.

**Oral and Written Comprehension** – listening to, recognizing, interpreting, and understanding information and ideas presented through a variety of verbal and non-verbal communication techniques.

**Monitoring** – observing and assessing one’s own performance and that of students and organizations to make constructive recommendations, improvements, and take corrective action.

**Time Management** – managing and adjusting one’s own time and that of others.

Ability to:

**Establish and Maintain Interpersonal Relationships** – develop and maintain constructive and cooperative working relationships with others within and outside of the school.

**Develop Students** – identify the developmental and academic needs of high school students and advise, mentor and otherwise facilitate them to improve their knowledge and skills.

**Adapt** – modify teaching methods and instructional materials to meet students’ varied needs and interests, and adjust actions in response to changing needs.

**Innovate** – use creativity and alternative thinking to identify the need for, develop, design, and create new applications, ideas, relationships, systems or products based on deductive and inductive reasoning.

**Represent** – communicate with others as a representative of PCAE and its programs to current and potential students and their parents, other educators, the public, government, and other external sources.

LICENSURE REQUIREMENTS (varies depending on the educational services being provided)

Bachelor's degree or higher from an accredited college or university that results in eligibility to receive a teaching license from the Minnesota Department of Education.

Est.: Class Code 008670 on 7/14/1989

T.C. 10/17/1989

Class Code 008671 on 7/14/1989

Former Title: Arts School Faculty

T.C. 10/17/1989

Class Codes 008675 – 008680 on 10/17/1989

Former Title: Arts School Teacher

Class Code 008796 on 7/1/1999

Rev.: 7/2008