



STATE OF LOUISIANA
invites applications for the position of:
LSVI, Elementary Teacher

An Equal Opportunity Employer

Salary: Depends on Qualifications

OPENING DATE: Mon. 01/04/16

CLOSING DATE: Continuous

SALARY:

JOB TYPE: Unclassified

LOCATION: Baton Rouge, Louisiana

SUPPLEMENTAL INFORMATION:

LA SCHOOL FOR THE VISUALLY IMPAIRED is seeking an

ELEMENTARY EDUCATION TEACHER - Grades 3-6

There is no guarantee that everyone who applies to this posting will be interviewed.

Specific information about this job will be provided to you in the interview process, should you be selected.

RELEASE OF ASSESSMENT AND EVALUATION INFORMATION: La. R.S. 17:3884(D) requires that any school board wishing to hire a person who has been assessed or evaluated pursuant to the Children First Act, La. R.S. 17:3871, et seq., whether that person is already employed by that school system or not, shall request such person's assessment and evaluation results as part of the application process. Please be advised that, as part of the mandated process, your previous assessment and evaluation results will be requested. You have the opportunity to apply, review the information received, and provide any response or information you deem appropriate.

No Civil Service test score is required in order to be considered for this vacancy.

Resumes will not be accepted in lieu of a completed application. You **must** include all relevant education and experience on your official State application.

To apply for this vacancy, click on the "Apply" link above and complete an electronic application which can be used for this vacancy as well as future job opportunities. Please scan and attach all college transcripts to the application. However, if you are unable to apply for this vacancy online, you may mail or fax your Civil Service application and transcripts to the following address:

LA Schools for the Deaf & Visually Impaired

P.O. Box 3074

Baton Rouge, LA 70821

Applicants can check the status of their application at any time by selecting the 'Application Status' link after logging into their account. Below are the most common status messages and their meanings.

Application Status Message	What it Means
Application received	Your application has been submitted successfully.
Evaluating experience	Your application is being reviewed by Human Resources to ensure you meet the minimum qualifications for the position.
Eligible for consideration	You are among a group of applicants who MAY be selected for the position.
Referred to hiring manager for review	Your application has been delivered to the hiring manager. You may or may not be called for an interview.
Position filled	Someone has been selected for the position.
Position canceled	The agency has decided not to fill the position.

For further information about this vacancy contact:

LSDVI/Human Resources

Diane LeBlanc

(225) 757-3208

QUALIFICATIONS:

Must hold/be eligible to attain LA Elementary teacher certification with Visually Impaired (VI) endorsement or ability to obtain VI certification within 3 years of hire.

Must possess, or be willing to acquire, knowledge of and ability to apply current standards-based educational practices associated with children who are blind/visually impaired to a variety of settings.

Ability to demonstrate competency in Braille within one (1) year of hire and maintain such competency.

Knowledge of appropriate skills in orientation and mobility and the use of low vision aids.

JOB CONCEPTS:

I. Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative communication strategies. In addition, some learning outcomes refer to dispositions; it is important not only for students to learn to read, but educators also hope they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.

Successfully setting instructional outcomes requires:

- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse students

In a highly effective teacher's classroom,

- All outcomes represent rigorous and important learning in the discipline.
- The outcomes are clear, written in the form of student learning, and permit viable methods of

assessment.

- Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.
- Outcomes take into account the varying needs of individual students.

II. Managing Classroom Procedures

A smoothly functioning classroom is prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”

Successfully managing classroom procedures requires:

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

In a highly effective teacher’s classroom,

- Instructional time is maximized due to efficient classroom routines and procedures.
- Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.
- Routines are well understood and may be initiated by students.

III. Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers’ practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal “quiz.” Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.

Successfully using questioning and discussion techniques requires:

- Quality of questions/prompts
- Discussion techniques
- Student participation

In a highly effective teacher’s classroom,

- The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.
- Students formulate many questions, initiate topics and make unsolicited contributions.
- Students themselves ensure that all voices are heard in the discussion.

IV. Engaging Students in Learning

Student engagement in learning is the centerpiece of the framework for effective teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, and answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities typically don’t consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question in determining the degree of student engagement is, “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing rote procedure, they are unlikely to be cognitively engaged.

Successfully engaging students in learning requires:

- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

In a highly effective teacher’s classroom,

- Virtually all students are intellectually engaged in challenging content, through well designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes.
- There is evidence of some student initiation of inquiry, and student contributions to the exploration of important content.
- The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding.
- Students may have some choice in how they complete tasks and may serve as resources for one another.

V. Using Assessment in Instruction

Assessment of student learning plays an important role in instruction; no longer does it signal the *end* of instruction; it is now recognized to be an integral part *of* instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it is important for teachers to know whether students have learned what they intend) assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on “the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, the teacher is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating the room, but the purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance.

But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teachers' skill in making mid-course corrections when needed, seizing on a "teachable moment."

Successfully using assessment in instruction requires:

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

In a highly effective teacher's classroom,

- Assessment is fully integrated into instruction, through extensive use of formative assessment.
- Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.
- Students self-assess and monitor their progress.
- A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning.
- Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.

VI. Professional Conduct

Teachers who are assets to their students and their schools understand that their duties do not begin and end in the classroom. Teachers have an important role in student and school success both in and out of the classroom. Successful teachers go beyond being in the classroom on time. Successful teachers know—and believe in—their students, they know their material, and they build on their knowledge and experience to encourage and support their students in setting and attaining higher expectations for themselves.

In addition to effectively performing the components of effective teaching, successful teachers:

- Value their students, parents, and colleagues, and treat them with professionalism and courtesy.
- Identify and resolve, working with others appropriately, issues that may impact student and school success.

- Work collaboratively with others, including parents, colleagues, and school leaders, to support each student's success.
- Comply with all applicable laws and school policies and follow the instructions and guidance of school leaders.

EXAMPLES OF WORK:

See Job Concepts above.

APPLICATIONS MAY BE FILED ONLINE AT:

<http://agency.governmentjobs.com/louisiana/default.cfm>

Job #LSDVI2016-01
LSVI, ELEMENTARY TEACHER
DL

OUR OFFICE IS LOCATED AT:

For agency contact information, please refer to
the supplemental information above.

Louisiana State Civil Service, LA 70802

(866) 783-5462

robert.wood@la.gov

An Equal Opportunity Employer

LSVI, Elementary Teacher Supplemental Questionnaire

1. I understand that information on this application may be subject to investigation and verification and that any misrepresentation or material omission, including on my responses to supplemental questions, may cause my application to be rejected, my name to be removed from the eligible register, and/or subject me to disqualification from future job opportunities and/or dismissal from state service.

☐ Yes ☐ No

2. Do you possess or are you eligible for La Teacher Certification as set forth in Louisiana Standards for State Certification of School Personnel (Bulletin 746) including visually impaired endorsement?

☐ Yes ☐ No

3. Are you a current or former employee of LSDVI?

☐ Yes ☐ No

4. Are you related to a current employee of LSDVI?

☐ Yes ☐ No