STATE OF COLORADO

CLASS SERIES DESCRIPTION
JULY 2015

STATE TEACHERS

H7A1XX TO H7A4XX

DESCRIPTION OF OCCUPATIONAL WORK

This class series uses three levels in the Professional Services Occupational Group and describes work in teaching and administration of a variety of educational programs, both academic and career and technical (vocational). By statutes, 22-60.5-201 C.R.S. and 23-60-304(3) C.R.S., a license or credential is required in this class series. Departments may initially place new positions into the State Service Professional Trainee II class until completion of the training period and then move them into the State Teacher I class.

Work in this occupation involves instructing students in subject matter utilizing various teaching methods, such as group instruction, demonstration, and audio-visual aids; preparing course outlines and lesson plans for the classroom and lab or shop; assigning lessons and correcting homework; maintaining order and discipline; testing to evaluate progress and recording results; and, counseling students to assist them with adjustments to instructional and social settings, often so the client or inmate can successfully transition back to the community. Subject matter may include high school equivalency, career and technical, special education, and cognitive education programs. Teachers may also keep related records, e.g., attendance, progress and achievement levels. Most teachers work in security settings where they follow policies and procedures to ensure the safety of themselves and others.

Note: Career and technical teaching programs differ from training or apprenticeships in a trade by the instruction of a program that is approved by the Colorado Community College System and includes a classroom component teaching basic theory to a group of students. The focus is on teaching a marketable skill or trade upon completion of the course of study as opposed to one-on-one, on-the-job training of an employee.

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STATE TEACHER I H7A1XX

CONCEPT OF CLASS

This class describes the fully operational academic or career and technical teacher. In this class, positions use a variety of teaching methods and behavioral management techniques to instruct students. Such methods include group instruction on theory, concepts, and terminology, and demonstrations of skills, techniques and methods, and use of lab or shop tools and equipment. Subject matter may include high school equivalency, career and technical, special education, and

cognitive education programs. Teachers may also maintain student records of grades and attendance, share observations and notes with treatment team members, hold parent conferences, and meet with schools in preparation for transition after discharge.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the operational level, as described here. Within limits set by the specific process, choices involve deciding what operation is required to carry out the process. This includes determining how the operation will be completed. For example, within content area curricula guides and educational program policies and objectives, the teacher determines how to implement the educational process for a given student by writing lesson plans, selecting instructional materials and methods, and selecting the individual behavioral management techniques to apply. By nature, data needed to make decisions are numerous and variable so reasoning is needed to develop the practical course of action within the established process. For example, the teacher must consider educational techniques and the students' capabilities in order to design an instructional plan to implement the educational process on a practical level. Choices are within a range of specified, acceptable standards, alternatives, and technical practices. For example, within allotted space and classroom funds, positions in this class choose and requisition materials that will provide the best instruction of students.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study educational information and student capabilities to determine what they mean and how they fit together in order to get practical solutions in the form of lesson plans and approaches to individual behavioral management and motivation. Guidelines in the form of educational theory and techniques, educational program policy and procedures, department policy, rules and regulations, and legal requirements and standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. For example, teachers must select the most appropriate technique from behavior management guidelines and adapt instructional strategies and program curricula to the needs and skills of the student. This selection and interpretation of guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, a teacher chooses testing methods that most appropriately assess the individual student's progress, which may vary from case to case given the circumstances of the specific individual.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this class series.

STATE TEACHER II H7A2XX

CONCEPT OF CLASS

This class describes advanced teaching assignments of educational diagnostician, program coordination, or work leader. In addition to teaching, work leader positions partially supervise at least two full-time equivalent positions. Program coordination assignments include developing, assessing, and evaluating an educational program component. Educational diagnosticians administer and score standardized academic and career and technical education tests to assess the current functioning level, collect background information, and interpret and communicate findings in order to establish educational goals. Such testing is focused on educational needs and does not include interpretation of psychological tests that would be done by a psychologist. Positions at this level are responsible for implementing policy and procedure to comply with general education program guidelines, evaluating the program component to assess effectiveness and identify areas for change, formulating and recommending curricula guidelines or changes, monitoring allocated funds, participating in evaluation and monitoring of staff, and organizing staff training. The State Teacher II differs from the State Teacher I on Decision Making and possibly Complexity and Line/Staff Authority.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the department's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. For example, within a department's general educational program, positions in this class develop, assess, and evaluate processes, content, and effectiveness for a specific educational program component. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established educational theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions in this class administer and score tests to assess, interpret, and communicate educational needs of individual students in order to establish educational goals. New processes or objectives require approval of higher management or the department with authority and accountability for the education program or system.

Complexity -- The nature of, and need for, analysis and judgment is patterned, as described here. Positions study educational information and student capabilities to determine what they mean and how they fit together in order to get practical solutions in the form of lesson plans and approaches to individual behavioral management and motivation. Guidelines in the form of educational theory and techniques, educational program policy and procedures, department policy, rules and regulations, and legal requirements and standards exist for most situations. Judgment is needed in locating and selecting the most appropriate of these guidelines that may change for varying circumstances as the task is repeated. For example, teachers must select the most appropriate technique from behavior management guidelines and adapt instructional strategies and program curricula to the needs and skills of the student. This selection and interpretation of

guidelines involves choosing from alternatives where all are correct but one is better than another depending on the given circumstances of the situation. For example, teachers at this level provide input into supervisory decisions made at higher levels, including signing leave requests and approving work hours.

OR

The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of educational theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist; they are inadequate so they are relevant only through approximation or analogy. For example, positions in this class adapt policy, curricula guidelines, and educational standards and strategies to fit the needs of the specific education component or unit. In conjunction with professional educational theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions use resourcefulness in using existing resources to keep the program component or unit functioning and to comply with the department's educational program policies and objectives.
Positions evaluated as Individual Contributors on Line/Staff Authority must have formulative level Complexity.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as an individual contributor or work leader. The individual contributor may explain work processes and train others. The individual contributor may serve as a resource or guide by advising others on how to use processes within a system or as a member of a collaborative problem-solving team. Positions evaluated as Individual Contributors must have formulative level Complexity as described above.

OR

The work leader is partially accountable for the work product of two or more full-time equivalent positions, including timeliness, correctness, and soundness. At least one of the subordinate positions must be a State Teacher I. Typical elements of direct control over other positions by a work leader include assigning tasks, monitoring progress and workflow, checking the product, scheduling work, and establishing work standards. The work leader provides input into supervisory decisions made at higher levels, including signing leave requests and approving work hours. This level may include positions performing supervisory elements that do not fully meet the criteria for the next level in this class series.

STATE TEACHER III H7A3XX

CONCEPT OF CLASS

This class describes the first-level supervisor. In addition to teaching, positions supervise at least three full-time equivalent positions and are responsible for planning and monitoring an educational program component or unit in a department. Work includes implementing policy and procedure to comply with guidelines, evaluating the program component to assess areas for change and recommend curricula guidelines, preparing the annual budget request for the program component or unit and monitoring allocated funds, and evaluating and monitoring the

effectiveness of staff and organizing staff training. The State Teacher III differs from the State Teacher II on Line/Staff Authority and possibly Complexity.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the process level, as described here. Within limits set by professional standards, the department's available technology and resources, and program objectives and regulations established by a higher management level, choices involve determining the process, including designing the set of operations. The general pattern, program, or system exists but must be individualized. For example, within a department's general educational program, positions in this class determine the processes for the specific program component or unit. This individualization requires analysis of data that is complicated. Analysis is breaking the problem or case into parts, examining these parts, and reaching conclusions that result in processes. This examination requires the application of known and established theory, principles, conceptual models, professional standards, and precedents in order to determine their relationship to the problem. For example, positions in this class use assigned staff and funds to operate the program component or unit and to recommend program changes. New processes or objectives require approval of higher management or the agency with authority and accountability for the program or system.

Complexity -- The nature of, and need for, analysis and judgment is formulative, as described here. Positions evaluate the relevance and importance of educational theories, concepts, and principles in order to tailor them to develop a different approach or tactical plan to fit specific circumstances. While general policy, precedent, or non-specific practices exist; they are inadequate so they are relevant only through approximation or analogy. For example, positions in this class adapt policy, curricula guidelines, and educational standards and strategies to fit the needs of the specific program component or unit. In conjunction with theories, concepts, and principles, positions use judgment and resourcefulness in tailoring the existing guidelines so they can be applied to particular circumstances and to deal with emergencies. For example, positions use resourcefulness in using existing resources to keep the program component or unit functioning and to comply with the department's educational program policies and objectives.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

STATE TEACHER IV H7A4XX

CONCEPT OF CLASS

This class describes the position functioning as the director of an educational program or school

for a department. Positions in this class prepare and monitor the budget for a department's program or school, including allotting instructional funds to each academic and career and technical teacher; establish the organizational structure for the department's program or school; and, plan and monitor the educational program. Programmatic responsibilities include assessing program needs, developing program or school curricula, evaluating the program and making adjustments, and formulating the standards and procedures to comply with certification requirements established by other state agencies. The State Teacher IV differs from the State Teacher III on Decision Making, Complexity and Purpose of Contact.

FACTORS

Allocation must be based on meeting all of the three factors as described below.

Decision Making -- The decisions regularly made are at the interpretive level, as described here. Within limits of the strategic master plan and allocated human and fiscal resources, choices involve determining tactical plans to achieve the objectives established by the higher management (strategic) level. This involves establishing what processes will be done, developing the budget, and developing the staffing patterns and work units in order to deploy staff. For example, positions in this class establish the annual budget request and approve expenditures for the program or school, develop the operating plan, and establish processes for compliance with state certification requirements. By nature, this is the first level where positions are not bound by processes and operations in their own programs as a framework for decision making and there are novel or unique situations that cause uncertainties that must be addressed at this level. Through deliberate analysis and experience with these unique situations, the manager determines the systems, guidelines, and programs for the future. For example, based on program evaluation and assessment, positions in this class adjust program standards and curricula.

Complexity -- The nature of, and need for, analysis and judgment is strategic, as described here. Positions develop guidelines to implement a program that maintains the department's mission. Guidelines do not exist for most situations. For example, positions in this class write policy and procedure, and develop educational guidelines to implement the educational program in a department whose primary mission is not education. In directive situations, positions use judgment and resourcefulness to interpret circumstances in a variety of situations and establish guidelines that direct how a departmental program will be implemented. For example, in establishing guidelines to implement a department's educational program, positions in this class must consider educational theory and strategy along with behavioral and treatment techniques for students with mental, physical, or criminal behavior considerations.

Line/Staff Authority -- The direct field of influence the work of a position has on the organization is as a unit supervisor. The unit supervisor is accountable, including signature authority, for actions and decisions that directly impact the pay, status, and tenure of three or more full-time equivalent positions. At least one of the subordinate positions must be in the same series or at a comparable conceptual level. The elements of formal supervision must include providing documentation to support recommended corrective and disciplinary actions, signing performance plans and appraisals, and resolving informal grievances. Positions start the hiring process, interview applicants, and recommend hire, promotion, or transfer.

DEFINITIONS

Academic: certified instruction of theoretical and social/life subject matter.

Career and technical (vocational): certified instruction of basic theory and the development of manipulative skills in a specific trade.

ENTRANCE REQUIREMENTS

Minimum entry requirements and general competencies for classes in this series are contained in the State of Colorado Department of Personnel & Administration Web site.

For purposes of the Americans with Disabilities Act, the essential functions of specific positions are identified in the position description questionnaires and job analyses.

CLASS SERIES HISTORY

Updated and removed the purpose of contact 6.30.2015

Effective 7/1/08 (TLE). Abolished Teacher occupational group, moved classes into Professional Services, and consolidated academic and vocational concepts. Eliminated academic achievement pay levels. Converted Teacher I (J1A1*B-F and J1A1*H-L) to State Teacher I (H7A1XX). Converted Teacher II (J1A2*A and J1A2*G) to State Teacher III (H7A3XX). Converted Teacher III (J1A3*A and J1A3*G) to State Teacher IV (H7A4XX). Published as proposed 6/8/07.

Effective 9/1/01 (DLF). Teacher consolidation study - revised class descriptions and minimum qualifications. Published as proposed 6/19/01.

Effective 9/1/93 (KKF). Job Evaluation System Revision project. Converted Academic Teacher (B0261-5) to Teacher I (J1A1*B-F). Converted Academic Teacher (B0266) to Teacher II (J1A2*A). Converted Academic Teacher (B0267, 9) to Teacher III (J1A3*A). Converted Vocational Teacher (B0271-5) to Teacher I (J1A1*H-L). Converted Vocational Teacher (B0276) to Teacher II (J1A2*G). Converted Vocational Teacher (B0277) to Teacher III (J1A3*G). Published as proposed 4/9/93.

Revised 7/1/90 (SH). Changed pay grades for Academic and Vocational Teacher I and II.

Created 7/1/78. Academic Teachers (B0261-B0267), Educational Supervisor (B0269), Vocational Teachers (B0271-B0277).

SUMMARY OF FACTOR RATINGS

Class Level	Decision Making	Complexity	Line/Staff Authority
State Teacher I	Operational	Patterned	Indiv. Contributor
State Teacher II	Process	Patterned or Formulative	Work Leader or Individual Contributor *
State Teacher III	Process	Formulative	Unit Supervisor
State Teacher IV	Interpretive	Strategic	Unit Supervisor

ISSUING AUTHORITY: Department of Personnel & Administration