



**PIERRE INDIAN  
LEARNING CENTER**

3001 E. Sully Avenue  
Pierre, SD 57501  
Phone: (605)-224-8661  
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**JOB TITLE** ELEMENTARY TEACHER

**DEPARTMENT** ACADEMIC

**SUPERVISOR** PRINCIPAL OR HIS/HER DESIGNEE

**QUALIFICATIONS:**

Bachelor's Degree in Elementary Education. South Dakota teacher certification with proper endorsement required for position.

**JOB OBJECTIVES:**

To work within the guidelines set forth in the Policies and Procedures established for the Pierre Indian Learning Center by the Indian Board of Education. To develop teaching materials and techniques responding to students' specific Indian/Native American cultural background and instructional needs.

**NORMAL WORKING SCHEDULE FOR THIS POSITION:**

8:00 a.m. to 4:30 p.m. Monday through Friday, or as scheduled.

**GENERAL GUIDELINES:**

Incumbent will work within the general guidelines set forth in the Policies and Procedures established for the Pierre Indian Learning Center by the Indian Board of Education, under the general direction of the designated official of the Learning Center or his/her authorized representative.

### **ACCOUNTABILITY:**

Incumbent will be directly responsible to the supervisor named above or his/her successor and shall be expected to exercise independent judgement and initiative in regard to work functions.

### **CONFIDENTIALITY:**

Incumbent shall maintain a professional stance on all occasions, shall maintain appropriate professional confidentiality.

### **INSERVICE TRAINING REQUIREMENTS:**

Incumbent shall attend all training sessions scheduled for his/her component or for the full staff of the Center to broaden his/her knowledge and understanding of PILC programs and operations and to contribute to program development.

### **REPRESENTATIVE DUTIES:**

- Plan and deliver standards-based instruction in **reading, writing, mathematics, science, social studies, and STEM**, ensuring alignment with curriculum goals and student learning needs.
- Differentiate instruction to meet a wide range of abilities, including students with disabilities, English Language Learners (ELLs), and advanced learners, using scaffolding, flexible grouping, and targeted interventions.
- Design and implement engaging literacy instruction, including foundational reading skills, comprehension strategies, and writing development across content areas.
- Provide explicit instruction in mathematics concepts and problem-solving, adapting methods to support conceptual understanding and real-world application.
- Facilitate inquiry-based learning in science, social studies, and STEM, encouraging critical thinking, collaboration, and hands-on exploration.
- Monitor the progress of inclusion students on Individualized Education Programs (IEPs) and collaborate with special education staff to ensure appropriate accommodations, modifications, and compliance.

- Integrate culturally responsive teaching practices that reflect and honor students' diverse backgrounds, identities, and experiences.
- Use a variety of instructional strategies, including direct instruction, multi-sensory approaches, project-based learning, and technology integration, to support engagement and accessibility.
- Assess student learning through formative and summative measures; analyze data to guide instruction, monitor progress, and adjust supports for both general and special education students.
- Support language development for ELLs or LEP students through strategies such as visual supports, vocabulary development, and structured academic discourse.
- Create and maintain a safe, inclusive, and positive classroom environment that promotes social-emotional learning (SEL), respect, and student independence.
- Implement classroom management strategies and behavior intervention plans (BIPs) using proactive and restorative practices.
- Collaborate with other general education teachers, special education staff, instructional coaches, and related service providers to ensure cohesive and effective instruction.
- Communicate regularly with families regarding student progress, academic goals, and strategies for support at home, using culturally responsive communication methods.
- Adapt curriculum materials, instruction, and assessments to ensure equitable access for all learners across content areas.
- Incorporate STEM-focused learning experiences, including problem-solving, engineering design, and technology use, to prepare students for future academic success.
- Maintain accurate documentation related to student performance, IEP compliance, and instructional planning.
- Participate in IEP meetings, professional learning communities, and ongoing professional development focused on equity, inclusion, literacy, and STEM education.

**ADDITIONAL DETAILS:**

- Close supervision is received from the Principal or his/her designee, who advises of changes or modification in objectives of the program, new materials or training aids available.
- Teacher will attend monthly staff meetings and scheduled training sessions.
- Will be required to monitor students which will include, but not be limited to: recess, lunch, breakfast, activities, etc., as per schedule.
- May be required to transport students with a GSA car/van/bus. May be required to have a valid South Dakota driver's license.
- Performs other duties as assigned by the supervisor.

Updated April 2026