

NORTHBROOK SCHOOL DISTRICT 27 Teachers' Job Description

The Job Description in Northbrook School District 27 is comprised of three parts: professional practices specific to District 27; the professional competencies, including the seven embedded themes, as reflected in the *Components of Professional Practice*, described in the text Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (ASCD 2007); and the standards to which a teacher is expected to conform.

Job Description Part I

Teachers in School District 27 are expected to:

- implement Board approved curriculum;
- uphold District policies and procedures;
- maintain a record of dependable attendance and punctuality;
- provide professional support to all staff members;
- maintain respectful, professional, and ethical behavior with colleagues, administrators, parents, and students; and
- dress in a manner befitting a professional person.

Job Description Part II:

School District 27 adheres to the expectations for professional competence as reflected in *Components of Professional Practice*. Seven embedded themes are reflected in the Framework:

- o **Appropriate use of Technology:** The use of technology is essential in planning and delivering instruction to equip students for learning and working in the 21st century digital age.
- o **Equity:** In creating an environment of respect and rapport, the teacher ensures that all students feel valued; for example, during class discussions, all students participate, and when providing feedback, all students receive positive communication.
- o **Cultural Sensitivity:** The teacher is sensitive to the diverse cultures within his/her classroom and is aware of how cultural differences may affect parent communication, classroom interactions, and student perceptions.
- o **High Expectations:** The teacher sets high expectations with clear and open standards for achievement.
- o **Developmental Appropriateness:** The teacher chooses suitable instructional goals, organizes activities, and uses appropriate assessment strategies according to the cognitive and/or other developmental needs of his/her students.
- o **Accommodating Individual Needs:** The teacher is aware that developmental appropriateness includes sensitivity to students with special needs. These needs can be intellectual, physical, or emotional.
- o **Student Assumption of Responsibility:** The teacher creates an environment that allows students to take ownership of and assume responsibility for learning.

The Framework is characterized by four Domains of Professional Practice and further delineated by 22 Components:

DOMAIN 1:

Planning and Preparation

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Selecting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Designing Student Assessments

DOMAIN 2:

The Classroom Environment

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

DOMAIN 3:

Instruction

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

DOMAIN 4:

Professional Responsibilities

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism