

East Maine School District 63 Job Description

Teacher

Supervisor:	Building Administrator
Employee Group:	EMEA
Licensing Requirement:	Valid Illinois Teaching Credentials and Designated Subject Matter Endorsements
Evaluation:	Performance is Evaluated in Accordance with the Teacher Evaluation Plan

Purpose:

The position of the Teacher was established for the purposes of guiding students in acquiring the knowledge and skills that will allow them to succeed responsibly as adults. The teacher will promote the mission, visions and student outcomes identified in the Strategic Direction Plan and the Building School Improvement Plan, and will adhere to the policies of East Maine School District 63 and as required by the Illinois School Code.

Essential Functions

1. Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

The teacher demonstrates substantial knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

1b. Demonstrating Knowledge of Students

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

1c. Setting Instructional Outcomes

The teacher creates instructional outcomes that are stated as goals that reflect high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination between disciplines.

1d. Demonstrating Knowledge of Resources

The teacher displays awareness of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

1e. Designing Coherent Instruction

The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

2. The Classroom Environment

2a. Creating an Environment of Respect and Rapport

The teacher promotes an environment in which classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

2b. Establishing a Culture for Learning

The teacher establishes a classroom culture that is characterized by high expectations for students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.

2c. Managing Classroom Procedures

The teacher manages classroom procedures so that little instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties occur smoothly.

2d. Managing Student Behavior

The teacher manages student behavior so that standards of conduct appear to be clear to students, and the teacher monitors students behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.

3. Instruction

3a. Communicating with Students

The teacher communicates with students so that expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.

3b. Using Questioning and Discussion Techniques

The teacher uses questioning and discussion techniques so that most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.

3c. Engaging Students in Learning

The teacher engages students in learning so that activities and assignments, materials, and grouping of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

3d. Using Assessment in Instruction

The teacher uses assessment regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.

3e. Demonstrating Flexibility and Responsiveness

The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

4. Professional Responsibilities

4a. Reflecting on Teaching

The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.

4b. Maintaining Accurate Records

The teacher maintains instructional and non-instructional records that are accurate, efficient and effective.

4c. Communicating with Families

The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

4d. Participating in a Professional Community

The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.

4e. Growing and Developing Professionally

The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.

4f. Showing Professionalism

The teacher displays a high-level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

Job Requirements

Specific skill and knowledge-based competencies required to satisfactorily perform the functions of the job include:

- Concepts of grammar and punctuation
- Fluency and clarity in spoken English
- Reading fluency and comprehension
- Mathematical skills as required by position
- Content knowledge as required by position
- Safety practices
- Operation of standard office equipment including using pertinent job-related software applications

Specific ability-based competencies required to satisfactorily perform the functions of the job include:

- Effectively presenting information in one-to-one and group situations to students
- Working with emotionally, physically, and/or mentally impaired students
- Maintaining confidentiality
- Maintaining composure under stressful situations
- Maintaining effective decision-making skills
- Communicating tactfully and courteously with diverse groups
- Adapting to changing work priorities
- Working collaboratively as a part of a team
- Applying common sense understanding to carry out instructions

Specific physical ability-based competencies required to satisfactorily perform the functions of the job include:

- Moving up to 50 pounds (pulling, pushing, lifting, carrying)
- Sitting, standing, walking
- Visually supervising students
- Completing tasks using fine finger dexterity

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential function of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.