

TITLE: Certified Secondary Teacher

QUALIFICATIONS:

1. Illinois State certificate in the teaching field qualifying the teacher to teach at the secondary level.
2. Bachelor's Degree
3. Ability to function effectively as a member of the school staff.
4. Such other requirements as the Board may establish.

REPORTS TO:

The Secondary Building Principal

SUPERVISES:

(Instructs and evaluates the school work of designated):

Students

Student Teachers

Volunteers

Assists the Principal with the evaluation of Teaching Assistants

MAINTAINS LIAISON WITH:

Parents. Communicates with parents as the teacher deems necessary, or when requested by parents or administrators.

JOB GOAL: To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible men and women.

PERFORMANCE RESPONSIBILITIES:

(In addition to those listed in 500.31, Certified Teacher, the following are the essential fundamentals to include but not limited to the following job duties.)

1. Teaching in compliance with curricular requirements of the State and of the Board of Education of District 61.
2. Remaining current on research, new developments and literature on education, especially elementary and/or the area of special assignment.
3. Compliance with Board Policies, Administrative Regulations, and Board-Employee Agreements at the school level.
4. Participation on an appointive, elective, or volunteer basis in the curriculum development process at the building and district levels, as is required to periodically review all curricular areas to keep them up-to-date.

5. Participation from time-to-time, in the development of District Policies and Administrative Regulations, on an appointive, elective, or volunteer basis.

The major instructional function of the secondary classroom teacher includes:

1. Instructional Delivery  
This includes an understanding and the ability to use the principles of learning (motivation, reinforcement, retention, transfer) and the ability to make sound judgments about the use of such instructional techniques as appropriate pacing, questioning, grouping, actively involving the students, and directly vs. indirectly instructing the students.
2. Human Skills  
This includes the ability to stimulate students, bring enthusiasm to the learning process, and provide both a concern and care for the worth and dignity of the individual.
3. Planning Skills  
This includes the ability to develop goals/objectives for content/skills based upon evaluation of student needs, aptitude, and learning styles. Provision for both individual and group learning experience is involved.
4. Evaluation of Students and Programs.  
This includes the ability to construct and use diagnostic, criterion reference and student achievement tests. Evaluation also encompasses the maintenance and interpretation of records for students, parents, administrators, and other teachers.
5. Classroom Management  
This includes controlling and structuring the learning environment so that students adhere to rules and providing opportunities for students to acquire that self-discipline necessary in school and adult life.
6. Resource Utilization  
This includes the ability to use the resource materials available--including both the academic and human, within and outside of the confines of the educational plant.

#### TERMS OF EMPLOYMENT:

Salary is based upon Schedules A & B, of the collective negotiated Agreement.

#### EVALUATION:

Each employee in contractual continuing service shall be evaluated at least once every two (2) years. Each employee not in continuing contractual service shall be evaluated once every year.

## **Physical Demands**

Handle work which deals mostly with people, objects, equipment in a general setting; depth perception and field of vision are important. Employee regularly is required to bend, stoop, twist, turn, reach, lift (up to 50 pounds), carry, pull, push, climb, and kneel; walking and standing approximately 50-75% of each shift. Employee must recognize differences in sound, such as voices/noises that are loud and playful instead of angry and combative; ability to differentiate tones and volumes in conversation.

## **Mental Demands**

The Teacher must ensure that children are supervised at all times, and that children are involved in safe and appropriate activities. There may be a number of situations happening at once, and the Teacher must be prepared to handle accidents and emergencies at any time.

## **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The Teacher will be working in a busy and occasionally noisy environment. There may be a number of activities and situations happening at once, and the Teacher will have to supervise all students at all times.

Decatur Public Schools is an equal employment opportunity employer with an affirmative action plan.

Approved 6/24/97