

<p style="text-align: center;">EPHRATA AREA SCHOOL DISTRICT EPHRATA PA 17522</p>

Position Title: Secondary Classroom Teacher
Department: Instruction
Reports To: Building Principal
FLSA: Exempt
Date: May 2010

POSITION PURPOSE

The Teacher promotes and develops successful learning for students, performs instructional and related duties in accordance with District Policies and terms of the teacher contract. The Teacher also maintains a cooperative attitude with staff, parents, and students.

ESSENTIAL FUNCTIONS – May include but not limited to:

1. Develop and implement a rigorous curriculum and learning environment for all students

Create a learning environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels

Promote high levels of achievement in relation to individual student abilities; raise the bar of expectations for students at all ability levels

Develop and implement higher level thinking activities using the new Bloom's Taxonomy

Build familiarity and use of PDE's Standards Aligned System (SAS) for keeping current with standards, anchors, Essential Questions, Concepts/Skills, Competencies/Objectives, interventions, etc. related to the teaching subject matter

Develop and implement challenging assessments while providing scaffolds for students who exhibit the need for support

Utilize current and relevant subject matter, including authentic materials and documents

Work collaboratively with fellow department members to develop and modify common curriculum, including pacing guides, instructional resources and lesson plans

Utilize technology to make subject matter relevant and enhance learning outcomes

2. Demonstrate knowledge of and ability to use research-based principles of effective instruction

Use techniques and methodologies appropriate to student abilities and based on the Learning Focused Schools (LFS) Framework

Organize instruction using learning objectives with clearly defined curriculum based student outcomes

Employ differentiated instructional strategies congruent with planned student outcomes

Utilize teaching strategies that promote ongoing active student engagement in the learning process

Make learning relevant to students by providing examples of how the content is connected with real life problems, situations, and multiple contexts

Monitor student learning and provide extended opportunities to learn the material when needed

Follow the pacing guide of the curriculum maps to ensure the content is taught within the specified time period

Work with Learning Support personnel to adapt curriculum and instruction for students based on their Individualized Education Plans (IEPs), providing accommodations accordingly

Provide accommodations to English Language Learners (ELL students) as needed, based on information offered by the ELL teachers

Follow the educational recommendations for students of giftedness as outlined in their Gifted Individualized Education Plans (GIEPs)

3. Develop and maintain an instructional environment conducive to effective student learning

Consistently enforce the rules of the school (ex. dress code, arrive to class on time, no talking or sleeping during study hall, etc.)

Develop written rules for classroom behavior and communicate those rules to all students

Enforce written rules for classroom behavior in a consistent manner

Reinforce positive student behaviors frequently to promote effective classroom management – acknowledge the positive academic behaviors demonstrated by students (“find them being good!”)

Communicate orally and in writing to students the course goals and academic expectations

Provide for the health and safety of students in all instructional settings

4. Prepare effectively for class instruction

Prepare weekly lesson plans and provide them to the respective Department Supervisor and building principal in a timely manner

Provide effective instruction following the Essential Questions, concepts/skills, and competencies/objectives outlined on the curriculum map for the course(s)

Provide fair common assessments to students to monitor learning of taught concepts and skills

Plan activities that engage students in higher level thinking skills to promote increased academic learning

Work collaboratively with colleagues of common courses to ensure instructional uniformity – compliance with the pacing guide for curriculum and assessments

5. Develop and communicate appropriate grading standards and expectations, and academic progress, to students and parents

Establish written grading standards that are clear and incorporate a variety of graded activities

Assure that the grading standards are explained to students and are made available to parents

Provide collaboratively developed common assessments to students that maintain the same weight to ensure grading equity among all commonly taught courses

Assign and check homework in a timely manner when assignments are given, and provide meaningful feedback to students

Actively maintain a grade book that records data for students’ class work, homework, quizzes and tests, and projects

Provide timely and accurate feedback/documentation to students, parents, and appropriate staff members

Notify students and parents when a student's grades have fallen below a "C" average; offer strategies to increase the grade

6. Develop and maintain positive interpersonal and intrapersonal relationships

Adhere to Pennsylvania's Code of Professional Practice and Conduct for Educators

Model personal behaviors of honesty, fairness, courtesy, consideration and integrity

Maintain appropriate relations with students; refer them to guidance counselors or building administrators if issues arise that may compromise the appropriateness of the teacher-student relationship

Maintain a cooperative proactive working relationship with administration, staff, students, parents, and community members

Share appropriate information with parents and other staff members

Work cooperatively with department colleagues teaching common courses, sharing lesson plans, instructional activities and materials/resources

7. Build motivation and interest in learning

Exhibit personal interest and encourage student interest in the subject area

Demonstrate excitement about the topic of study

Allow students to see how the learning of the content relates to their personal lives and their post-graduation goals

Know students by name as much as possible and address them accordingly

Attempt to know students on a personal level, and talk with them about topics other than just academics (ex. sports, student activities/clubs, hobbies, etc.)

Utilize strategies for actively engaging students in the learning process (ex. use of technology, small group activities, student presentations, hands-on activities, etc.)

Maintain a current awareness of literature/activities/methodology in the respective subject area

8. Maintain an ongoing personal program of professional growth and development

Develop and implement annually an approved plan for professional growth and development

Identify and request to attend professional workshop activities or graduate level courses intended to increase the teacher's instructional effectiveness

Participate in District sponsored in-service offerings or other professional development opportunities appropriate to the teaching assignment

9. Adhere to yearly District, school, and department goals, recognizing and working toward the fulfillment of the teacher's role in achieving the established goals

KNOWLEDGE & SKILL REQUIREMENT

Education: A minimum of a Bachelor's degree from an accredited institution

Certification: Holds a valid teaching certification from the Pennsylvania Department of Education

Experience: Any work experience in certification area(s); Student teaching experience in a supervised education program at an accredited institution

Language Skills: Ability to evaluate, interpret and analyze; Effective written and verbal communication skills; Ability to maintain written records, and effectively present information to colleagues, students, parents and administrators; Ability to communicate clearly and concisely with tact and diplomacy

Mathematical Skills: Ability to work with mathematical concepts, math reasoning, and math logic

Reasoning Skills: Strong critical thinking, problem-solving and reasoning skills

Other Skills & Abilities: Exhibit sound judgment; Ability to develop appropriate effective working relationships with department colleagues, school staff, students, parents, and the administration; Demonstrate effective organizational and time-management skills

ESSENTIAL PHYSICAL REQUIREMENT

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable

accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, talk, or hear. The employee is occasionally required to walk and reach with hands and arms. The employee must occasionally lift and/or move up to 20 pounds. The employee may frequently drive to different locations within the district. Specific vision abilities required by this job include close vision, distance vision, and peripheral vision. Employee must be able to distinguish the difference between bells, buzzers, beeps, etc.

TERMS OF EMPLOYMENT

As per Collective Bargaining Agreement

CUSTOMER SERVICE STANDARDS

Our interaction with customers, both internal and external, tells them a lot about our priorities and how much we value them as partners. To insure that our interactions serve to strengthen relationships and promote the public image of the Ephrata Area School District, all employees should:

- Be extremely polite and listen to other perspectives
- Keep your promises and commitments to others
- Always give a little more than is expected

EMPLOYEE STATEMENT

"I have reviewed the above position and understand its contents."

"I am aware that my position description may be revised or updated at any time and once notified of changes, I remain responsible for knowledge of its contents."

"I hereby certify that I possess the physical and mental ability to fulfill the essential functions of the above position with or without reasonable accommodation(s). If I require accommodations(s) in order to fulfill any or all of these functions, I agree to provide information to the District regarding the requested accommodation(s).

Employee Name (Print)

Date

Employee Signature

EASD Representative

Date