

POSITION RESPONSIBILITY WRITE-UP

Position Title:	Teacher	Date:	October 1998
Department:	Curriculum and Instruction	Location:	Elementary and Secondary Schools
Accountable To:	Principal		

Primary Objectives of Position

To effectively enhance student learning. Teachers demonstrate a high level of knowledge, skills, dispositions, and commitment in the following areas of responsibility:

MAJOR AREAS OF RESPONSIBILITY

Teachers are Committed to Students and Their Learning

1

- Teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice as appropriate, based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.
- Teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility, and their respect for individual cultural, gender, religious and racial differences.

Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

2

- Teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings. Teachers are dedicated to exposing students to the social, cultural, ethical, and physical worlds in which they live, and they use the subjects they teach as entrees into those worlds. Upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.
- Teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

Teachers are Responsible for Managing and Monitoring Student Learning

3

- Teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own.
- Teachers command a range of generic instructional techniques, know when each is appropriate, and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.
- They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow district goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to create the conditions in which students can learn and how to maintain the students' interest even in the face of temporary failure.
- Teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to families.

Teachers Think Systematically about Their Practice and Learn from Experience

4

- Teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – Respect for Self and Others, Compassion, Responsibility, Honesty/Integrity, Commitment, Valuing Families, and a Sense of Community. They also model capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.
- Teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.
- Striving to strengthen their teaching, teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas, and theories.

Teachers are Members of Learning Communities

5

- Teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development, and with other people in the delivery of instruction. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed. Teachers find ways to work collaboratively and creatively with families engaging them productively in the work of the school.