Maercker School District 60
JOB DESCRIPTION

TITLE: CERTIFIED TEACHER

QUALIFICATIONS:
1. Has a minimum of a Bachelor's degree.
2. Meets all state and local qualifications as specified in the attached addendum
3. Meets all the requirements for highly qualified status.

ESSENTIAL FUNCTIONS:
1. Listening and speaking
2. Visually observing student behavior
3. Demonstrating subject matter
4. Collaborating

REPORTS TO: Assigned building principal and/or assigned supervisor

SUPERVISES: Students

JOB GOAL: To lead students towards the fulfillment of their potential by translating district curriculum goals and objectives into learning experiences that will contribute to the development of skills necessary for becoming a mature and responsible individual.

PERFORMANCE RESPONSIBILITIES:

Teachers in Maercker School District 60 will be expected to demonstrate the ability to effectively plan and prepare for the classroom. Evidence of this attribute shall include the following:

Component	Expectation
1a. Demonstrating Knowledge of Content and Pedagogy	Teacher demonstrates solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.
1b. Demonstrating Knowledge of Students	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
1c. Setting Instructional Outcomes	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment, Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

1d. Demonstrating Knowledge of Resources	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.
1e. Designing Coherent Instruction	Most of the learning activities are aligned with the instructional outcomes and follow and organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional goals.
1f. Designing Student Assessments	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

Teachers in Maercker School District 60 will be expected to establish a learning environment that functions effectively. Evidence of this attribute shall include the following:

Component	Expectations
2a. Creating an Environment of Respect and Rapport	Teacher-student interactions are friendly and demonstrates general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and student exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.
2b. Establishing a Culture for Learning	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.
2c. Managing Classroom Procedures	There is little loss of instructional time due the effective classroom routines and procedures. The teacher's management of instructional groups and traditions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.
2d. Managing Student Behavior	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.
2e. Organizing Physical Space	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and use physical resources, including computer technology, effectively.

Teachers in Maercker District 60 shall demonstrate effective instruction by engaging students in their learning. Evidence of this attribute shall include the following:

Component	Expectations
3a. Communicating with Students	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The

	teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.
3b. Using Questioning and Discussion Techniques	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
3c. Engaging Students in Learning	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.
3d. Using Assessment in Instruction	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.
3e. Demonstrating Flexibility and Responsiveness	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

Teachers in Maercker District 60 shall demonstrate a commitment to high ethical and professional standards and seek to improve their practice. Evidence of this attribute shall include the following:

Component	Expectations
4a. Reflecting on Teaching	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which is achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
4b. Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.
4c. Communicating with Families	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.
4d. Participating in a Professional Community	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.
4e. Growing and Developing Professionally	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

4f. Showing Professionalism	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.
Attendance	The teacher demonstrates a consistent pattern of attendance and punctuality and follows all policies and procedures related to necessary absences and timeliness.

CONDITIONS OF EMPLOYMENT:

1. Employment determined by school calendar.
2. Employment as established by the agreement of the board of education and the Maercker Education Association.

EVALUATION:

Performance is evaluated regularly by building or central office administration.

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Addendum: Certified Teacher Qualifications

Position	State Certification	Endorsement(s)	Local Qualification(s)
Early Childhood Special Education Teacher	PEL –Professional Educator License	SCG3 – Birth through grade 3, and EARL – Early Childhood Special Education Approval	A minimum of student teaching experience in similar classroom within last 5 years.
Primary General Education Teacher (Grades K-2)	PEL –Professional Educator License	SCGE – Self Contained General Education (K-9) Or SCG3 – Birth through grade 3	A minimum of student teaching experience at the K-5 level within last 5 years.
Intermediate General Education Teacher (Grades 3-5)	PEL –Professional Educator License	SCGE – Self Contained General Education (K-9)	A minimum of student teaching experience at the K-5 level within last 5 years.
Middle School General Education Teacher (Grades 6-8)	PEL –Professional Educator License	Endorsements in: • Primary area of teaching responsibility and • Middle School	A minimum of student teaching experience in primary area of teaching responsibility at the middle school level (Grades 6-8) in last 5 years.
Primary Science Teacher (Grades K-2)	PEL –Professional Educator License	SCGE – Self Contained General Education Science	A minimum of student teaching experience at the K-5 level in last 5 years.
Elementary Art Teacher (K-5)	PEL –Professional Educator License	Art	A minimum of student teaching experience in Art at the K-5 level within last 5 years.

Position	State Certification	Endorsement(s)	Local Qualification(s)
Middle School Art Teacher (6-8)	PEL –Professional Educator License	Art Middle School	A minimum of student teaching experience in Art at the middle school level (6-8) within last 5 years.
Elementary Music Teacher (K-5)	PEL –Professional Educator License	Music K-9	A minimum of student teaching experience in Music at the K-5 level within the last 5 years.
Middle School Music Teacher (6-8)	PEL –Professional Educator License	Music Middle School	A minimum of student teaching experience in Music at the middle school level (6-8) within last 5 years.
Primary Physical Education Teacher (K-2)	PEL –Professional Educator License	SCG3 –Self-Contained Birth through Grade 3 or SCGE – Self-Contained General Education K-9	A minimum of student teaching experience in physical education at the K-5 level within last 5 years.
Intermediate Physical Education Teacher (3-5)	PEL –Professional Educator License	PE – Physical Education K-9	A minimum of student teaching experience in physical education at the K-5 level within last 5 years.
Middle School Physical Education & Health Teacher	PEL –Professional Educator License	PE – Physical Education and HEED – Health Education Grade 6-8 or SECE-Grade 6 through12	A minimum of student teaching experience in physical education at the 6-8 level within last 5 years.

Position	State Certification	Endorsement(s)	Local Qualification(s)
Intermediate STEM	PEL –Professional Educator License	SCGE – Self-Contained General Education K-9 and an endorsement in one of the following: Middle School Science, Middle School Math, or Middle School Technology Specialist.	A minimum of student teaching experience in math, science or technology at the intermediate or middle school level within last 5 years.
Middle School STEM	PEL –Professional Educator License	Middle School Science, Middle School Math, or Middle School Technology Specialist.	A minimum of student teaching experience in one of the required areas at the middle school level (Grades 6-8) in last 5 years.
Intermediate Band Teacher/Director	PEL –Professional Educator License	MUS – Music K - 9	A minimum of student teaching experience in instrumental music at the intermediate or middle school level within last 5 years.
Middle School Band Teacher/Director	PEL –Professional Educator License	MUS – Music Middle School	A minimum of student teaching experience in instrumental music at the intermediate or middle school level within last 5 years.
Middle School Family & Consumer Science Teacher	PEL –Professional Educator License	FCS – Family & Consumer Sciences Middle School	A minimum of student teaching experience in family and consumer science at the middle school level within last 5 years.
Middle School Spanish Teacher	PEL –Professional Educator License	SPAN – Spanish Middle School	A minimum of student teaching experience in Spanish at the middle school level within last 5 years.