

Park Forest Chicago Heights School District Job Description

Teacher



General Information

TITLE	TEACHER
CLASSIFICATION	CERTIFIED
REPORTS TO	BUILDING PRINCIPAL
SUPERVISES	N/A
TERM OF EMPLOYMENT	ACCORDING TO THE CERTIFIED
CONTRACT EVALUATED BY	BUILDING PRINCIPAL

SUMMARY

The teacher works to develop a well-planned instructional program for students to achieve at high levels.

QUALIFICATIONS

1. Good physical health
2. Appropriate Professional Educator Licensure
3. Ability to respond properly to oral and written directions
4. Ability to communicate clearly, orally and in written form
5. Ability to move quickly to areas of concern
6. Ability to work cooperatively with other staff
7. Ability to organize materials and write reports
8. Ability to organize and manage an effective classroom
9. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

CAPACITY AND ABILITY REQUIREMENT

In order to learn or perform duties adequately, the following may be required.

1. Intelligence – Ability to understand instructions, concepts, and underlying principles, ability to reason, and make judgments.
2. Verbal Skills – Ability to understand meanings or words and ideas associates with and to transfer understandings to individuals and groups as necessary.
3. Numerical Skills – Ability to perform arithmetical operations quickly and accurately.
4. Manual Dexterity – Ability to perform manual functions easily.



MAJOR DUTIES AND PERFORMANCE RESPONSIBILITIES

The list below is meant to be illustrative rather than all-inclusive. Accordingly, the list is meant to be a guide rather than a restriction on work that can be assigned to an employee.

1. Implements all standards for effective teacher performance as outlined in Teacher Evaluation Process.
2. Develops an appropriate instructional program based on district curricular expectations, learner outcomes, and assessment results that allows students to achieve at a high-level.
3. Assesses the academic strengths, needs and progress of individual students regularly.
4. Establishes clear objectives for all lessons, units, and projects.
5. Employs appropriate instructional methods and materials.
6. Has high expectations.
7. Maintains order in the classroom in a fair and just manner.
8. Attends required staff meetings.
9. Maintains regular communication with parents.
10. Meets the needs of exceptional students.
11. Plans for any staff or volunteers assigned.
12. Follows Board of Education Policy

Classroom Environment

1. Creates an environment of respect and support for students.
2. Maintains a clean and healthy environment.
3. Plans and manages effective classroom procedures.
4. Organizes accessible physical space and instructional resources.
5. Reflects/displays ongoing learning in multiple ways.

Instructional Planning and Development

1. Uses diagnostic information from a variety of assessments to develop and revise instructional plans and approaches.
2. Maintains accurate records to document student performance.
3. Plans instruction that matches objectives and learning strategies with student needs and concerns.
4. Uses analysis of current lesson to plan for future teaching.

Management of Instructional Time

1. Has material, supplies, and equipment ready at the start of the instructional activity.
2. Starts students on task at the beginning of each lesson or instructional activity.
3. Maintains a high-level of student time-on-task.
4. Provides adequate time for unit of study.
5. Effectively transitions from one activity to another.

Management of Student Behavior

1. Establishes a set of rules, procedures, and consequences that govern the handling of routine classroom procedures.
2. Monitors the behavior of all students during small group and individual activities, and during transitions between instructional activities.
3. Plans for inappropriate student behaviors and intervenes promptly while consistently maintaining the dignity of the student.
4. Reports and keeps the administration apprised of student misbehavior.

Instructional Presentation and Feedback

1. Begins lessons or instructional activities with a review of previous material or anticipatory set.
2. Introduces lessons or instructional activities and clarifies learning objectives.
3. Presents lessons or instructional activities using concepts and language understandable to the students.
4. Asks appropriate levels of questions that students handle with a high rate of success (e.g., curing, probing, and leading).
5. Engages students in learning through discussion and other student participation.
6. Provides relevant examples and demonstrations to illustrate concepts and skills.

7. Assigns tasks that students handle with a high rate of success.
8. Conducts lessons or instructional activities at an appropriate pace.
9. Reviews and summarizes the main focus of the lesson during instructional activity.
10. Provides positive feedback and effective reinforcement procedure to support learning.
11. Individualizes instruction as necessary to ensure student success.
12. Enhances students' pride in their work and achievement.
13. Is knowledgeable and enthusiastic regarding content.

Monitoring of Student Performance

1. Maintains clear and reasonable work standards.
2. Routinely uses a variety of methods to assess student progress.
3. Utilizes assessment data to monitor student progress and to develop appropriate remediation and enrichment activities.

Communication and Professional Responsibilities

1. Interacts effectively with students.
2. Interacts effectively with parents.
3. Interacts effectively with coworkers.
4. Exhibits professionalism and is a role model for other teachers and students.
5. Adheres to established procedures, policies, rules, and regulations.
6. Attends and participates in professional development meetings.

MENTAL DEMANDS

This position may require temperamental suitability in the following areas:

1. Adaptability to performing a variety of duties without loss to efficiency or composure
2. Ability to accept responsibility for direction, control or planning of an activity
3. Adaptability to dealing with people beyond giving and receiving instructions
4. Flexibility to the making of generalizations, evaluations, and decisions based on sensory or judgmental criteria

PHYSICAL DEMANDS

This position may require physical ability to carry out the following activities:

1. Gaining access to all areas of a school instructional site
2. Communicating with others (talking, hearing, keyboarding, handwriting)
3. Observing instructional activities (seeing, listening to oral interpretation)
4. Lifting and carrying objects weighing up to 30 pounds

WORK ENVIRONMENT

Normal working environment