



TEACHER

Primary Function: Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in District 24 policies, and as are required by the *Illinois School Code*.

Directly Responsible to: Building Evaluator

Assigned Responsibilities:

I. The Teacher as a Professional

- ◆ Teachers shall affirm and accept their responsibility to practice their profession according to the highest ethical standards.
- ◆ Teachers shall demonstrate knowledge in assigned subject areas as well as in the principles of learning and effectively apply both.

II. The Teacher as an Instructional Planner

Teachers shall appropriately plan and prepare for effective teaching and learning.

III. The Teacher as an Instructional Manager

Teachers shall be responsible for implementing the instructional program as contained within the district's curriculum guides and for demonstrating principles of effective instruction.

IV. The Teacher as a Classroom Manager

Teachers shall maintain a climate conducive to learning which is essential for maximum student learning. The teacher encourages students to develop self-directed positive behavior.

V. The Teacher as a Communicator

Teachers shall employ effective communication techniques with parents, students, and colleagues.

PERFORMANCE RESPONSIBILITIES

I. THE TEACHER AS A PROFESSIONAL

The teacher displays an ethical, positive, and professional manner in dealing with children, parents, and fellow staff members. The teacher is knowledgeable in the assigned subject areas and is aware of other disciplines that directly relate to pupil learning. For example, the latter includes guidance, learning disabilities, social work, and speech. The teacher is also knowledgeable in the principles of learning and effectively applies them.

The Teacher:

- A. Implements scope and sequence of the curriculum at the appropriate level and relates plans to clearly defined objectives which are consistent with district curriculum
- B. Is receptive to new ideas and demonstrates evidence of professional growth and development
- C. Responds constructively to recommendations made in periodic performance evaluations
- D. Is willing to work and give additional time to students outside of regular class hours
- E. Assumes a reasonable share of the responsibility for instilling a learning environment within the school
- F. Selects appropriate channels for resolving concerns and problems
- G. Establishes relationships with pupils, parents, colleagues, and administration, which reflect mutual respect
- H. Demonstrates a willingness to assume additional building and/or district-related responsibilities.

In Addition, the teacher will:

- I. Attend and participate in all regularly-scheduled professional and other meetings, including: institutes, workshops, and staff meetings as requested by the Superintendent, principal, or immediate supervisor
- J. Demonstrate consistency in attendance patterns by having a good attendance record
- K. Practice punctual arrival and departure from the building, classes, and committee meetings
- L. Practice punctual, timely, and accurate completion of required records and reports

II. THE TEACHER AS AN INSTRUCTIONAL PLANNER

The teacher is aware of the relationship between thorough preparation and planning and effective teaching/learning. The teacher:

- A. Implements scope and sequence of the curriculum at the appropriate level and relates plans to clearly defined objectives which are consistent with district curriculum
- B. Diagnoses students' needs prior to developing plans
- C. Meets the learning needs of individual students by planning instructional strategies appropriate to the students involved, the subject matter, and the desired learning objectives
- D. Makes provisions for students to engage in activities such as inquiring, questioning, analyzing, summarizing, outlining, generalizing, evaluating, speculating, hypothesizing and comparing
- E. Provides experiences with manipulatives in appropriate curriculum areas
- F. Provides an appropriate amount of time for each subject area consistent with district average time guidelines
- G. Plans for creative and artistic expression
- H. Uses planning time appropriately for professional and personal needs

In Addition, the teacher will:

- I. Provide clear plans to enable substitute teachers to maintain continuity of instruction

III. THE TEACHER AS IN INSTRUCTIONAL MANAGER

The teacher shows an understanding of learning theory, organizes effective learning experiences, and achieves objectives.

The teacher:

- A. Impacts very positively upon, and is sensitive to, students within the school environment
- B. Recognizes and responds appropriately to the academic, emotional and social needs of individual students
- C. Encourages each member of the class to participate and be involved
- D. Acknowledges correct responses and responds to incorrect or incomplete responses by providing opportunities for students to be successful
- E. Creates an environment conducive to learning by maintaining a high level of time-on-task for all students
- F. Assesses the accomplishments of students on a regular basis, and in a timely manner, corrects and returns assignments
- G. Employs a variety of instructional techniques, human resources, and instructional media
- H. Provides explanations, oral or written, that are adequate to helping students understand the contents of the lesson and their tasks
- I. Relates new content to material previously presented and to students' prior knowledge
- J. Adjusts pace and difficulty of lesson to assure students' understanding
- K. Provides for efficient and well-organized opening and closing procedures and effective transitions from one activity to another

In Addition, the teacher will:

- L. Exhibit and impart knowledge of subject matter.

IV. THE TEACHER AS A CLASSROOM MANAGER

The teacher provides and manages a climate, which promotes self-discipline and the development of realistic and positive self-concepts.

The teacher:

- A. Assists each child in developing a healthy sense of personal worth, self-discipline, recognition of, and respect for the worth of others

- B. Provides an environment which enhances learning by establishing positive communication among students and between students and the teacher
 - C. Develops clear expectations of classroom behavior and maintains order in a fair and just manner
 - D. Recognizes inappropriate behavior and promptly communicates with the student, satellite team members principal, other appropriate staff, and/or parent, when the problem calls for supportive help
 - E. Uses teacher proximity to establish, maintain, or reestablish student involvement
 - F. Assumes the responsibility for modeling and teaching about the care of school property, supplies and equipment
 - G. Recognizes and encourages positive student behaviors and uses them as models
- In Addition, the teacher will:
- H. Have all necessary materials ready and distribute materials in an orderly and timely manner.

V. THE TEACHER AS A COMMUNICATOR

The teacher practices timely and appropriate communication techniques in dealing with students, parents and colleagues.

The teacher:

- A. Conducts effective parent-teacher conferences through adequate preparation, presentation, and summary activities
 - B. Familiarizes parents with their child's present educational growth and goals
 - C. Acquaints parents with classroom, school, and district instructional programs and materials
 - D. Gives an accurate appraisal to students and parents of students' work in a sensitive manner
 - E. Cooperates and communicates with the instructional staff, special education personnel, and other support staff to aid students with identifiable behavioral, emotional, or learning problems
 - F. Seeks and effectively utilizes input from students, parents, and colleagues
- In Addition, the teacher will:
- G. Maintain records of pupil achievement and other information pertinent to student scheduling