

Tri-County Area School District
Plainfield WI

Job Description

JD TEA 507
Updated: September 2009

Position Title: **Regular Classroom Teacher**

Qualifications:

- Certified to teach in the assigned area in the elementary and/or secondary education by the Wisconsin Department of Public Instruction.
- Such alternatives to the qualifications as the Board of Education finds appropriate and acceptable.

Related Professional Characteristics:

- Ability to work well with others in a team environment.
- Ability to accept direction from supervisors.
- Ability to follow work rules and procedures.
- Ability to accept constructive criticism.
- Models civic responsibilities.
- Continuously strives to develop professionally and is aware of and implements new educational changes and mandates.

Immediate Supervisor: Building Principal

Position Function:

- Implement courses of study and assign school work that is meaningful and directly related to the district curriculum.
- Assign schoolwork that students can do and which leads to academic improvement or success for every student in accordance with the student's learning abilities.
- Engages all students in the academic content as much as possible.
- Responsible to teach every child in the class every school day.

Performance Expectations: Demonstrate proficient performance in the knowledge, skill and competencies under the following Teaching Standards.

Standard 1: Subject Matter Competency

- Objectives and expectations reflect district curriculum.
- Exhibits and understands the essential concepts of the content areas taught.
- Encourages students to make connections in their learning and relates content knowledge to other subject areas.

- Knows, understands, and uses a wide array of effective approaches, strategies, and tools to deliver instruction.
- Uses his/her own knowledge of accurate and current information to design, implement, and evaluate curriculum that promotes desired learning outcomes for students.

Standard 2: Student Growth and Development

- Understands the effects of biological and environmental factors on the development of the children he or she works with.
- Understands physical, social, emotional, moral, and cognitive development of the learner, and effectively addresses these factors when making instructional decisions.
- Creates a learning environment which is healthy, respectful, supportive, and challenging for students.
- Assists students in developing skill levels commensurate with their abilities.

Standard 3: Knowledge of Diverse Learners

- Shows sensitivity to children's needs and rights.
- Respects children by acknowledging their positive and specific needs.
- Works professionally with special education students.
- Works professionally with children of diverse cultural backgrounds.
- The teacher makes appropriate provisions (services and resources) for individual students with special learning needs.
- Provides appropriate remediation and enrichment activities.
- Understands students' families and cultures and uses this information to connect instruction to students' experiences.

Standard 4: Instructional Strategies

- Understands grade level and content area curriculum and the subject matter of the content areas being taught.
- Provides a rationale or purpose for the lesson to help students understand and connect the concept to their prior knowledge and experiences.
- Presents concepts sequentially, moving from concrete to analytical thinking skills.
- Utilizes visual, auditory, and kinesthetic teaching modes when appropriate.
- To check for understanding, the teacher provides practice, reinforcement, and assessment of a lesson.
- Varies the size of groups to meet individual needs and objectives.
- Utilizes summary and closer techniques to check for understanding.

Standard 5: Learning Environments and Social Interaction

- Understands the principles of effective classroom management and uses a range of strategies to promote a positive learning environment.
- Manages the classroom in a positive, interactive manner by clearly defining the activities and expectations for the students.

- Supervises students at all times or makes arrangements with other adults when needed.
- Maintains a safe atmosphere and manages discipline in accordance with school procedures and district policies.
- Demonstrates fairness and consistency by utilizing a variety of behavior management techniques when addressing student conduct.
- Creates a learning environment that supports positive social interaction through discussion, open-ended questions, collaboration, and dialogue.

Standard 6: Language

- Uses instructional methods to stimulate creative thinking and expression.
- Responds positively and professionally to students.
- Speaks and writes clearly, communicating ideas logically.
- Uses age and developmentally appropriate vocabulary.
- Fosters a respectful, safe, supportive instructional environment.
- Uses a variety of instructional techniques, media and technology to enhance learning.

Standard 7: Instructional Planning

- Integrates current trends and educational research that impact curriculum reform into instructional design.
- Develops lessons that align with the district curriculum and the Wisconsin Model of Academic Standards.
- Modifies plans to allow participation by children with disabilities and children with diverse cultural or language backgrounds.
- Promotes the development of independent inquiry and problem-solving.
- Designs lessons which are relevant to the interests and needs of the students, and encourages integration of content with everyday life.
- Provides a wide variety of approaches to learning which challenge different learning styles, levels, and abilities.
- Makes appropriate use of instructional technology.
- Writes lesson plans which are timely, current, and readily available.

Standard 8: Assessment Strategies

- Clearly communicates methods of evaluation to students.
- Provides feedback that is specific, accurate, and timely.
- Implements alternative measures of assessment to meet the needs of students.
- Provides opportunities for one-to-one conferences as needed.
- Keeps accurate records of student progress, including attendance.
- Employs effective formal and informal assessments to guide instruction.

Standard 9: Professional and Ethical Practice

- Works professionally with special education students and children with diverse cultural or language backgrounds.
- Promptly submits lesson plans and other reports.

- Uses humor with children when appropriate, without the use of sarcasm.
- Uses correct grammar in oral and written correspondence.
- Models flexibility, a calm demeanor, and openness to ideas which are different or new.
- Recognizes the established working day as 7:45 AM to 3:30 PM (Monday-Friday)
- Provides accurate data to appropriate personnel as requested.
- Participates in special services team meetings (IEP, etc.)
- Participates in district-sponsored inservices.
- Seeks opportunities for professional growth and development.
- Dresses appropriately for class or learning environment.
- Follows building/district rules and policies.
- Uses prudent judgment for resolving concerns/problems.
- Exercises reasonable responsibility for student management throughout the building.
- Participates in curriculum review, revision, and/or developmental activities.
- Identifies personal and professional strengths and builds on them.

Standard 10: Collaboration

- Uses a variety of ways to communicate with parents.
- Communicates with and requests opinions from colleagues and supervisors.
- Accepts and incorporates feedback from administration.
- Relates to colleagues in a friendly, respectful, and professional manner.
- Identifies and uses community resources.
- Identifies and accesses support services as needed.
- Behaves with integrity, fairness, and in an ethical manner.
- Develops positive relationships with students, parents, colleagues, and community members.
- Provides a climate that encourages communication between the home, school, and community.
- Uses discretion in handling confidential information and difficult situations.
- Displays a positive attitude toward teaching.
- Demonstrates sensitivity and empathy toward students.

Evaluation: Performance of this job will be evaluated with provisions of the Board's policy on evaluations of employees. Evaluation is to be done by the building principal.