



Position Description

Teacher

Salary Level: As per Collective Bargaining Agreement

Contract/Benefits: As per Collective Bargaining Agreement

Reports To: Building Principal

Qualifications:

1. A Bachelors degree.
2. Hold a valid and active Pennsylvania Instructional Certificate.
3. Criminal history and child abuse clearances (Acts 34, 151 and FBI).
4. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
5. Such additional or alternatives to the above qualifications as the board or superintendents may determine appropriate and acceptable.

Performance Responsibilities:

1. Collaborates with other staff members in the education process and assists with the smooth operation of the building.
2. Displays an interest in and participates in the total school program.
3. Exhibits dependability and punctuality in assigned duties, attendance at meetings and in the use and care of equipment and facilities.
4. Displays positive personal traits, such as neatness, integrity, character, good citizenship, respect for others, honesty and responsibility as an appropriate model for students.
5. Abides by the Pennsylvania School Code and the terms of the Collective Bargaining Agreement.
6. Upholds and enforces school rules, administrative regulations and Board policy.
7. Maintains open lines of communication with administrators, parents, students, staff members and the general public.
8. Participates in curriculum review and redesign as required by department, subject area or grade level.
9. Maintains an ongoing program to enhance professional competence for the attainment of a job goal.
10. Incorporates the philosophy, objectives and expectations of the Teacher Expectations, Evaluation and Development plan in the attainment of professional goals.
11. Recognizes the basic structural framework for the development of instructional programs and works toward the achievement of the objectives.

12. Develops, maintains and completes all required written records and reports within established timelines.
13. Utilizes a variety of instructional strategies to attain lesson objectives and provides students opportunities which extend beyond the classroom.
14. Diagnoses and evaluates student abilities and progress to develop effective instructional strategies to help students meet instructional objectives and provides timely feedback to student concerning their progress.
15. Recognizes and uses appropriate technological enhancements relevant to the curriculum taught.
16. Demonstrates understanding and concern for each student in meeting his or her educational needs.

Essential Duties and Responsibilities

Planning and Preparation

Summary

Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of student and their instructional context

1. Demonstrates in-depth and thorough knowledge of state and ASD Standards, content, pedagogy.
2. Assesses student needs to direct and guide instruction.
3. Writes clear and appropriate instructional goals that reflect Allentown School District standards and high expectations for students.
4. Exhibits an in-depth and thorough awareness of resources, materials and technology available through the school, district and professional organizations.
5. Prepares an appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs.
6. Designs and implements assessments appropriate for student learning completely aligned to the instructional goals and adapted as needed for student needs.
7. Collaborates with all stakeholders (colleagues, parents, students, and school community) to design instruction to promote best practices.

Classroom Environment

Summary

Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued and respected by instituting routines and by setting clear expectations for student behavior.

1. Establishes high and clear expectations for student achievement with value placed on the quality of student work.
2. Places significant attention to equitable learning opportunities for students.
3. Demonstrates appropriate and highly respectful interactions between teacher and students and among students.
4. Implements highly effective classroom routines and procedures resulting in little or no loss of instructional time.
5. Maintains clear standards of conduct and effective management of student behavior.
6. Provides safe and skillful organization of physical space, to the extent it is under the control of the teacher that provides accessibility to learning and to the use of resources.
7. Demonstrates knowledge and appreciation of the culture and language of all students.

Instruction

Summary

Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies.

1. Demonstrates clear and appropriate communication of procedures and high quality explanations of content.
2. Employs highly effective questioning and discussion strategies that encourage student participation.
3. Creates a high level of student engagement in learning and pacing of instruction.
4. Provides equitable, accurate and constructive feedback to students on their learning.
5. Utilizes informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning.
6. Displays a high degree of flexibility and responsiveness in meeting the learning needs of students.
7. Demonstrates a clear knowledge of research-based instructional techniques and methods and presents them with fidelity to meet the needs of all learners.

Professional Responsibilities

Summary

Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building

1. Demonstrates full adherence to school and district policies, procedures and regulations and Pennsylvania's Code of Professional Practice and Conduct for Educators.
2. Maintains accurate and complete records in compliance with school and district requirements.

3. Communicates with families regarding student needs and improvement in compliance with school and district requirements.
4. Participates in school and district initiatives and events.
5. Interacts with colleagues and supervisors in a supportive and cooperative manner.
6. Engages in professional development events and opportunities, applies new learning and shares experiences with colleagues.
7. Enriches and improves the quality of teaching and learning through self-reflection and collegial discussions.

Other

6. Performs such other tasks and assumes such other responsibilities as may be assigned or delegated by the building principal or other designated administrator.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Manages difficult or emotional situations judiciously; Responds to parent and supervisory requests for service and assistance; Solicits parent feedback to improve effectiveness; Meets commitments made to students, parents, supervisor and the community; Maintains confidentiality; demonstrates objective approaches to communicating with students, parents, supervisor and community; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively; Works well with others.

Leadership Skills

Develops workable lesson plans; Makes self accessible to principals and colleagues; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Adheres to safety and security procedures; Identifies and resolves problems in a timely manner.

Organizational Skills

Works with accuracy when monitoring all cost-related tasks; Shows respect and sensitivity for cultural differences; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Supports district's goals and values.

Personal Competencies

Exhibits sound and accurate judgment; Treats people with respect; Works ethically and with integrity; Respects confidentiality; Demonstrates persistence and overcomes obstacles; Prioritizes and plans work activities; Uses time efficiently; Approaches others in a tactful manner; Reacts well under pressure; Demonstrates accuracy and thoroughness; Follows instructions, responds to supervisory direction; Takes responsibility for own actions.

Physical Demands

The physical demands described here are representative of those that must be met by a teacher to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the teacher is regularly required to talk or hear. The teacher is frequently required to walk, climb stairs, and bend. The teacher is required to use hands to fingers or handle documents, telephone, etc. The teacher is occasionally required to stand; sit, and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the teacher evaluation procedure adopted by the Allentown School District.

Reviewed and read by: _____ Date: _____
Individual serving in this position