



TITLE: Teacher

QUALIFICATIONS: Valid Illinois Professional Educator License registered in DuPage County

REPORTS TO: Building Administrator(s)

JOB GOALS: To support the mission, vision, and core values of Bloomington School District 13:

- Mission - Developing actively involved learners, well-rounded students, and responsible citizens in partnership with the community.
- Vision - An exceptional, individualized education for each and every student.
- Core Values - Ensuring every student learns, Treating others with honor and respect, Working together to achieve more.

PERFORMANCE RESPONSIBILITIES:

The Employee shall be responsible for the following duties which include, but are not limited to:

Planning and Preparation

- Have command of the subject area being presented to students. Understand the internal relationships within the disciplines and know which concepts and skills are prerequisite to the understanding of others.
- Display an understanding of how students learn and develop. Include student interests and special needs in the development of lessons. Be well aware of differing backgrounds and cultural heritage of students when planning lessons.
- Select instructional outcomes that state what students will be expected to learn (not do) that align with state, local, & district standards. Outcomes should reflect the importance of learning and be appropriate for all students in the classroom.
- Demonstrate knowledge of resources that align with learning outcomes. Select materials and resources that are appropriate for every student based on their social, emotional, & academic needs.
- Design coherent instruction that will advance student learning through cognitively engaging activities. Create instructional plans that address the learning needs of all students in the classroom.
- Develop formative and summative assessments that align with learning outcomes. Clearly define what students should be able to do, know, or understand at each performance level. Use formative assessments to determine future lesson planning.

Classroom Environment

- Create an environment of respect and rapport in the classroom with interactions that are positive and caring and encourage students to treat each other in the same manner.
- Cultivate an environment for learning that sets high expectations for all students so the classroom is a place where the teacher and students value learning and hard work.
- Establish and monitor routines and procedures to facilitate smooth operation of the classroom, where instructional time is maximized and efficiency is the norm.
- Promote clear standards of conduct that are developed as a class and posted and referred to throughout the course of each day.

- Create a classroom that is accessible to all students, that is pleasant and inviting, where physical safety is a primary concern, and where the furniture arrangement is suitable for all learning activities.

Instruction

- Communicate with students accurately, clearly and imaginatively using precise, academic language along with analogies or metaphors linking information to student interests and prior knowledge. Students should demonstrate understanding of what they are expected to complete during a lesson.
- Respond to and build on student responses. Ask high quality questions to encourage students to make connections among concepts or events previously believed to be unrelated. As students initiate higher order questions, teachers are expected to extend the discussion.
- Design activities that emphasize depth over breadth and encourage students to explain their thinking, reflect upon their learning and consolidate their understanding. Encourage students to serve as resources for one another.
- Understand that assessment of learning and assessment for learning take place on a regular basis in the classroom. Effective teachers must have a “finger on the pulse” of a lesson while monitoring student understanding where feedback is frequent and appropriate. Students are taught to assess their own work.
- Have the ability to predict how a lesson is going and be prepared to differentiate instruction and seek alternative approaches to address misunderstandings and help students be successful.

Professional Responsibilities

- Analyze instruction through the lens of student learning while reflecting to adjust to improve teaching.
- Collect information on students and families both informally and formally and update records frequently. Student progress should be measured against instructional outcomes and grade level standards.
- Frequently provides information to families about the instructional program, students’ individual progress, and opportunities for families to engage in the learning process.
- Regular participation and contributions with colleagues, professional courses, and at school and community initiatives.
- Continue growth and development to remain current by belonging to professional organizations, attending educational conferences, reading professional journals and/or university classes.
- Demonstrate professionalism in service both to students and to the profession by possessing a strong moral compass and guided by what is in the best interest for students.
- Perform other related duties as assigned by supervisor.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to use hands and arms to reach. The employee is frequently required to sit, stand, walk and occasionally required to stoop, kneel or crouch. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.

Reasonable accommodations may be made in order to enable individuals with disabilities to perform essential functions.

TERMS OF EMPLOYMENT

Ten-month salaried employee. Salary to be established by the Board of Education and/or appropriate collective bargaining agreement, if applicable. A fingerprint-based criminal background check is required for hire and, employment with the District is contingent on the results.

EVALUATION:

Performance of this job will be evaluated in accordance with applicable State and local laws, board policies, and the provisions of the evaluation plan for licensed staff.