

# CHEQUAMEGON SCHOOL DISTRICT JULY 2009

## JOB DESCRIPTION – TEACHER

**JOB TITLE:** Teacher (Special Education Teachers see addendum)

**DEPARTMENT:** Chequamegon School District

**REPORTS TO:** Principal

**WORKERS SUPERVISED:** None

**POSITION SUMMARY:** Teach pupils in the public school academic, social, and other formative skills.

### QUALIFICATIONS:

**Education:** Four - year bachelor's degree relative to teaching assignment.

**License/Certification:** Licensed by the Wisconsin Department of Public Instruction in the areas of study assigned.

**Experience:** Any other alternative to these qualifications as the Board of Education may find appropriate and acceptable.

**AODA Statement:** The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122 throughout his/her employment in the District.

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### ESSENTIAL JOB FUNCTIONS/TASKS:

1. Implements instruction and actions based on District's mission, vision philosophy, goals, and objectives.
2. Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
3. Observe and evaluate students' performance, behavior, social development, and physical health.
4. Prepare materials and classrooms for class activities.
5. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
6. Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
7. Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
8. Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.

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9. Pays special attention to any student problems, learning or otherwise, and communicates referral and/or concern to the building principal.
10. Prepare, administer, and grade tests and assignments to evaluate students' progress.
11. Uses the budget in the most effective and efficient means.
12. Maintains accurate, complete and correct records as required by law, district policy and administrative regulation.
13. Assists the administration in implementing all policies and rules governing student life and conduct both inside and outside the classroom in a fair and just manner.
14. Communicates concerns directly to the building principal.
15. Available, upon request, for student/parent consultation.
16. Attends staff meetings and serves on staff committees as required.
17. Performs other duties as assigned by the building principal.

### ESSENTIAL REQUIREMENTS:

**English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

**Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications appropriate to the specific teaching assignment.

**Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation.

**Geography** — Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life as appropriate to the specific teaching assignment.

**History** — Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures appropriate to the specific teaching assignment.

**Computers and Electronics** — Knowledge of and competence with K – 8<sup>th</sup> grade Information and Technology Literacy standards and performances.

**Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services to community, parents, and students. This includes differentiation in planning and delivery of instruction, evaluation of performance and related communications to

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community, parent, and student.

**Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to protect students, equipment, materials and facilities.

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### 10 TEACHER STANDARDS:

1. **Teachers know the subjects they are teaching.**
  - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.**
  - The teacher understands how children with broad ranges of ability learn and provides instruction that support their intellectual, social, and personal development.
3. **Teachers understand that children learn differently.**
  - The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.**
  - The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Teachers know how to manage a classroom.**
  - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well.**
  - The teacher uses effective verbal and nonverbal communication as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.**
  - The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Teachers know how to test for student progress.**
  - The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers are able to evaluate themselves.**
  - The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.

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### 10. Teachers are connected with other teachers and the community.

- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness, and in an ethical manner.

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### Competencies:

**Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.

**Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.

**Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

**Speech Clarity** — The ability to speak clearly so others can understand you.

**Speech Recognition** — The ability to identify and understand the speech of another person.

**Written Comprehension** — The ability to read and understand information and ideas presented in writing.

**Written Expression** — The ability to communicate information and ideas in writing so others will understand.

**Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.

**Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

**Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

The above statements are intended to describe the general nature and level of work being performed by the person assigned to this position. Essential job functions are intended to describe those functions that are essential to the performance of this job, and non-essential job functions include those that are considered incidental or secondary to the overall purpose of this job.

This job description does not state or imply that the above are the only duties and responsibilities assigned to this position. Employees holding this position will be required to perform any other job-related duties as requested by management. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Signature indicates receipt only:

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date