

## **McFarland School District Teacher Job Description**

### Job Summary

Under the direction of the Building Principal, the Licensed Teacher develops and provides instruction to meet the unique needs of all students; evaluates and assesses student progress towards instructional objectives, and collaborates with colleagues to identify essential learning outcomes, establish common expectations, and plan instruction.

### Qualifications

Teachers are required to hold the certification required by the State of Wisconsin to teach at the assigned grade level and/or content area.

### General Position Description

A teacher is responsible for ensuring an educational atmosphere where students have both the opportunity and the instructional support needed to develop knowledge, skills, and dispositions consistent with their personal goals and individual learning needs, the District's strategic goals and priorities, and the academic standards of the State of Wisconsin. Because of the range of specific assignments included under the general description of a teacher, the following responsibilities are intended to be representative, but not inclusive.

### Responsibilities

#### **1. Planning and Preparation**

The teacher:

- a. Demonstrates knowledge of content and pedagogy by:
  - i. Identifies, selects, and/or modifies curriculum, assessment, and instructional resources as necessary to meet the needs of students with varying backgrounds, learning styles, and special challenges and talents.
  - ii. Differentiates materials and instructional strategies to meet the specific needs of individual students.
- b. Demonstrates knowledge of students.
  - i. Plans and teaches a program of study consistent with the principles of child growth and development, state standards, and the District curriculum scope and sequence.
  - ii. Follows and implements students' IEP and 504 plans to fidelity.
  - iii. Consults with specialists regarding classroom adaptations, instructional modifications, adaptive equipment, behavior modification plans, and other similar instructional interventions to meet the needs of students.
  - iv. Understands the unique learning needs of all students.
- c. Sets instructional outcomes.
  - i. Implements instructional activities that contribute to a climate of high standards and individual support where students are actively engaged in meaningful learning experiences.
  - ii. Frequently reviews student academic and behavioral data to inform instruction.

- d. Demonstrates knowledge of resources.
  - i. Maintains an understanding and knowledge of what resources are available for classroom use, student use and for family use.
  - ii. Demonstrates knowledge of resources for classroom and professional skills to facilitate high levels of student learning.
- e. Designs coherent instruction.
  - i. Aligns sequence of learning activities with instructional goals.
  - ii. Demonstrates planned learning targets in order for the student to meet high level cognitive activity.
  - iii. Differentiates lesson plans to meet the unique needs of all learners.
- f. Designs student assessments.
  - i. Demonstrates understanding of the uses of a range of formative and summative assessment techniques by implementing them in the classroom and providing timely feedback.
  - ii. Provides students with approved testing accommodations.

## 2. **The Classroom Environment**

The teacher:

- a. Creates an environment of respect and rapport
  - i. Promotes and maintains a safe, respectful and healthy environment in the classroom and school building.
  - ii. Establishes a classroom where students are comfortable taking intellectual risks.
- b. Establishes a culture for learning
  - i. Establishes and communicates high expectations for all students, where the teacher and students value learning and hard work.
  - ii. Implement student plans (behavior, accommodation, health language plans) with specialists.
- c. Manages classroom procedures
  - i. Employs and implements a classroom structure and consistency to encourage student responsibility, cooperation and mutual respect consistent with district goals, policies and procedures.
- d. Manages student behavior
  - i. Establishes reasonable standards of classroom conduct and administers them in a fair and consistent way appropriate to the maturity level and interests of the students.
  - ii. Monitoring of student behavior is subtle and preventive.
  - iii. Responses to student misbehavior are sensitive to individual student needs and respects students' dignity.
  - iv. Provides student supervision in non-classroom areas and situations, including at school-sponsored events, in accordance with school and District plans, practices, and procedures.

- e. Organizes physical space
  - i. Organizes classrooms space to account for safety and accessibility.
  - ii. Ensures that the physical arrangement is appropriate to the learning activities.
  - iii. Promotes effective use of electronics and other technology that are being utilized.

### 3. Instruction

The teacher:

- a. Communicates with students
  - i. Provides clear expectations for learning.
  - ii. Provides accurate information to students while encouraging them to think on their own.
- b. Uses questioning and discussion techniques
  - i. Facilitates student higher level thinking through classroom discussions and encourages participation from all students.
  - ii. Values student responses
- c. Engages students in learning
  - i. Intellectually engages all students in challenging content through well-designed learning tasks and activities that require complex thinking by students
  - ii. Provides suitable scaffolding and challenges students to explain their thinking
- d. Uses assessment in instruction
  - i. Fully integrates assessment into instruction through extensive use of formative assessment.
  - ii. Provides opportunities for a variety of forms of feedback, from both teacher and peers, that is accurate and specific and advances learning.
- e. Demonstrates flexibility and responsiveness
  - i. Adjusts lessons based on student needs.
  - ii. Demonstrates persistence in seeking effective approaches for students who need help.

### 4. Professional Responsibilities

The teacher:

- a. Reflects on teaching
  - i. Thinks reflectively and critically while analyzing instruction through the lens of student learning.
  - ii. Thoughtfully and accurately assesses a lesson's effectiveness and the extent to which it achieves its instructional outcomes
- b. Maintains accurate records
  - i. Maintains effective and efficient record-keeping procedures, including lessons that reflect a logical, standards-based sequence of learning objectives and activities.
  - ii. Fulfills professional obligations related to meeting deadlines, schedules, and requests from administrators, parents, and or students.

- iii. Keeps accurate records, files required reports on a timely basis, and provides them for District use as required.
  - c. Communicates with families
    - i. Communicates frequently with families in a culturally sensitive manner.
    - ii. Responds to family concerns with professional and cultural sensitivity.
  - d. Participates in a professional community
    - i. Relationships with colleagues are characterized by mutual support and cooperation.
    - ii. Collaborate with team, department, and grade-level colleagues to enhance the instructional program and learning environment.
    - iii. Works cooperatively with general education, other special education staff, English Learner, and Advanced Learner colleagues in identifying, planning, and implementing appropriately challenging learning opportunities and providing support, including participating on the building Student Support Team.
    - iv. Assists in meeting school improvement and department goals, including participation in school improvement tactics and activities.
  - e. Grows and develops professionally
    - i. Strives to improve professional skills through participation in professional staff development opportunities that reflect research and best practices.
    - ii. Participates on committees related to student needs, in school programs, and in other school and District events and responsibilities as appropriate in a professional position.
    - iii. Attends and participates in staff, team and/or department meetings and other related district meetings, as necessary.
  - f. Shows professionalism
    - i. Demonstrates willingness to share expertise and professional knowledge with other staff.
    - ii. Develops and maintains a positive and cooperative working relationship with other District colleagues, students, families, and community members.
    - iii. Models professional and ethical standards when dealing with colleagues, administration, students, families, and the community.
    - iv. Accepts constructive criticism and direction and demonstrates understanding through the appropriate changes in attitude and/or behavior.
    - v. Is knowledgeable of and adheres to all procedures and policies articulated in the District's handbooks and other publications

5. Specific Physical and Sensory Requirements:

- a. This job is classified as medium work but depending on the assignment could be classified as medium/heavy. This job primarily involves:
  - i. Walking
  - ii. Bending, stooping, twisting
  - iii. Kneeling, sitting and standing



TEACHER

APPLICANT \_\_\_\_\_

I have reviewed the above job description and analysis and understand the requirements of this position.

\_\_\_\_\_ Initial here

After reviewing the above analysis, I hereby certify that:

I am able to perform all of the primary functions required of this position.

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

If no, which primary functions would you have difficulty performing (please list):

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Are there any reasonable accommodations that could be made that would allow you to perform the primary functions above?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

If yes, please describe:

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Applicant Signature

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Date

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Interviewer Signature

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Date