

Teacher Job Description
Board of Education
Wrightstown Community School District

Primary Objectives

- To promote the vision, mission, beliefs, and expectations of the Wrightstown Community School District
- To provide classroom instruction and an environment which provides the opportunity for the education and development of all students to their highest potentials at all levels of their education in partnership with family, community, and business

Performance Responsibilities

- **Professional Knowledge**
 - Demonstrate an understanding of content standards and accurate knowledge and relevant skills of the subject area taught
 - Integrate key content elements, higher-level thinking skills, past, present, and future learning experiences, other content areas, and real-world experiences and applications into instruction
 - Focus instruction on goals that reflect high expectations, understanding of the subject and the intellectual, social, emotional, and physical development of the age group taught
 - Demonstrate appropriate accommodations and modifications for diverse learners
 - Exhibit knowledge and understanding of school, family, and community resources to meet all students' learning needs
- **Instructional Planning**
 - Align lesson objectives to approved curriculum using student learning data as the guide
 - Plans for differentiated instruction focusing on pacing, sequencing of content coverage, transitions, and application of knowledge
 - Develop long- and short-range plans
 - Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in the classroom
- **Instructional Delivery**
 - Engage and maintain students in active learning by using a variety of effective instructional strategies that are built upon students' existing knowledge and skills
 - Use materials, technology, and resources to enhance student learning
 - Differentiate and pace instruction to reinforce learning goals that consistently meet students' needs
 - Communicate clearly, check for understanding, and provide on-going feedback to improve student learning
- **Assessment For and Of Learning**
 - Use pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning
 - Use a variety of informal and formal assessment strategies and instruments, including involving students in setting learning goals and monitoring their own progress
 - Align assessment with approved curriculum and benchmarks
 - Collect and maintain a record of assessment data sufficient enough to support accurate reporting of student progress
 - Use formative and summative assessment to inform, guide, and adjust students' learning
 - Communicate constructive and frequent feedback on student learning to students, parents, and other stakeholders
- **Learning Environment**
 - Establish and maintain a classroom climate of trust and teamwork which focuses on a safe physical setting; being fair, caring, respectful, enthusiastic; and supporting effective routines and procedures
 - Promote respectful interactions that challenge and engage all students
 - Create an environment that is academically appropriate, stimulating, and challenging
 - Encourage student participation, inquiry, and intellectual risk-taking

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- Respect and promote the appreciation of diversity
- Use a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment

➤ **Professionalism**

- Collaborate and communicate effectively to promote students' well-being and success
- Build positive and professional relationships with parents/guardians through frequent communication concerning students' progress
- Adhere to school, district, legal, ethical, and procedural requirements
- Incorporate learning from professional growth opportunities into instructional practice and reflect upon the effectiveness of implemented strategies
- Identify and evaluate personal strengths and weaknesses, and sets goals for improvement of skills and professional performance based on self-assessment and/or collaboration with their evaluator
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement

Reports To

- Building Principal and/or Director of Pupil Services

Evaluation

- In accordance with state law and the provisions of the Board of Education Supervision and Evaluation of Professional Staff Model.

Qualifications

- Must be appropriately certified by the Wisconsin Department of Public Instruction.
➤ Must possess the ability to work effectively with students, parents, colleagues and the general public.

References:

*Supervision and Evaluation of Professional Staff Policy
Staff Member Code of Conduct Policy
Teacher Performance Standards and Indicators
Educational Specialist Performance Standards and Indicators*

Adopted: 12/15/2010
Reviewed: 12/16/2015
Revised: