

JOB DESCRIPTION

POSITION NAME: Teacher	SCHOOL:
REPORTS TO: Principal/Pastor	EFFECTIVE DATE:
CLASSIFICATION: Exempt	CURRENT EMPLOYEE:

GENERAL STATEMENT OF DUTIES: The teacher collaborates in the effective operation of a Catholic education program by supporting the goals and spirit of Catholic education in general and the school programs in particular; ensuring an effective instructional program; continuing in professional growth; encouraging student educational growth.

ESSENTIAL FUNCTIONS/MAJOR RESPONSIBILITIES: *(The essential functions/major responsibilities listed are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position. Duties and responsibilities are also subject to change by the employer as the needs of the employer and requirements of the job change.)*

A teacher is expected to have competencies in the following major areas:

I. COMMUNITY OF FAITH

- A. Supports and implements the mission/philosophy of Catholic education and the school:
 - 1. Supports the formal religious education program;
 - 2. Respects the cultural diversity unique to the school and actively works to reduce biases /stereotyping.

- B. Gives evidence of lived Gospel values:
 - 1. Gives evidence to the importance of prayer and worship through active participation in planning and celebrating liturgical prayer, prayer services, faith-sharing activities, and other forms of prayer with the faculty, students, and parents (school community);
 - 2. Speaks, acts, and instructs students in a manner that is consistent with the teachings of the Church on issues of faith and morals;
 - 3. Integrates religious attitudes and values into secular subjects and into life both inside and outside of school;
 - 4. Models an attitude of service and plans appropriate service projects with students;
 - 5. Exemplifies a sense of mercy and justice in dealing fairly with students and parents;
 - 6. Demonstrates a respect for all forms of life.

- C. Participates in building faith community:
 - 1. Contributes to a cooperative spirit within the school community;
 - 2. Demonstrates a willingness to plan, encourage, and participate in community building activities (religious, social, and educational);
 - 3. Welcomes all members to the community with a Christ-like spirit of openness, acceptance, and helpfulness;
 - 4. Demonstrates a spirit of reconciliation when participating in problem situations affecting the faith community.

II. INSTRUCTIONAL PROCESS

- A. Demonstrates evidence of prior planning and preparation:
 - 1. Follows curriculum guidelines and time allotments as established by the Archdiocese and the school;
 - 2. Reflects the school philosophy in the instructional process;
 - 3. Designs lessons in a clear, logical, and sequential format that implements stated grade level goals and objectives;
 - 4. Shows evidence of long and short range planning;
 - 5. Has needed materials and equipment readily available;
 - 6. Provides lesson plans for a substitute when absent.

- B. Presents classes clearly and effectively:
 - 1. Builds upon interest, abilities, and previous learning experiences of the students;
 - 2. Communicates learning objectives clearly to students;
 - 3. Employs a variety of teaching techniques;
 - 4. Develops thinking skills through use of appropriate questions and activities which provide opportunities for problem solving;
 - 5. Continually monitors students' application of skills and concepts and checks for comprehension;
 - 6. Promotes development of good study skills;
 - 7. Provides closure to each lesson;
 - 8. Uses instructional time efficiently and effectively.

- C. Evaluates student progress effectively:
 - 1. Uses evaluation techniques which support school philosophy and relate to curriculum guidelines;
 - 2. Provides prompt feedback of test results and assignments;
 - 3. Uses evaluation of student progress as a continual guide in planning and modifying instruction when necessary;
 - 4. Maintains students' records consistently, accurately, and neatly;
 - 5. Uses a variety of evaluation techniques: (for example, pre and post testing, textbook tests, teacher-made tests which include oral and written projects, and standardized testing);
 - 6. Uses a variety of techniques for communicating student progress in a timely manner: (for example, progress reports, report cards, parent conferences, and portfolios).

- D. Provides for individual differences:
 - 1. Addresses various learning styles of children by utilizing multi-sensory teaching strategies;
 - 2. Provides activities and materials that are appropriate for the development levels of the student, and re-teaches as needed;
 - 3. Groups students appropriate to each learning activity.

- E. Demonstrates ability to motivate students:
 - 1. Provides a variety of activities which encourage and promote maximum student involvement;
 - 2. Encourages creativity, critical thinking, and problem solving skills;

3. Challenges students and enthusiastically communicates expectations and purposes for learning;
4. Gives constructive feedback to students;
5. Elicits and responds to student questions;
6. Encourages students to participate in discussions;
7. Plans activities which relate to current situations within and outside the school.

F. Maintains an atmosphere conducive to learning:

1. Physical Environment:
 - a) Establishes efficient classroom routine;
 - b) Provides a physical environment which is conducive to good health and safety - adequate light, heat, air, and seating arrangements;
 - c) Maintains an attractive, orderly room with functional bulletin boards;
2. Learning Atmosphere:
 - a) Supports school discipline plan;
 - b) Establishes and clearly communicates expectations and consequences for student behavior, involves students in establishing rules and consequences for classroom behavior;
 - c) Is respectful, fair, and professional in relating to students;
 - d) Promotes self-discipline in students while reinforcing appropriate behavior;
 - e) Anticipates and corrects disruptive behavior constructively and consistently;
 - f) Is considerate of other staff members when implementing projects.

G. Knows and uses technology appropriately:

1. Personal Competencies:
 - a) Has basic computer skills;
 - b) Has word processing competencies;
 - c) Creates multimedia presentations;
 - d) Generates grades electronically.
2. Instructional Competencies:
 - a) Utilizes technology in research projects;
 - b) Utilizes technology in the lesson delivery;
 - c) Develops student assessment with technology component;
 - d) Fosters the use of email;
 - e) Encourages and uses the Internet in the lesson.

III. INTERPERSONAL RELATIONSHIPS

A. Works cooperatively with administration:

1. Supports and enforces Archdiocesan and school regulations;
2. Avoids discussing disagreements with administration /faculty in the presence of students /parents/other staff;
3. Keeps principal informed of activities, problems, and communications;
4. Demonstrates openness and cooperation in working with the principal;
5. Informs principal of students with special needs.

- B. Works positively with colleagues and support and parish staff:
 1. Works cooperatively with colleagues;
 2. Makes appropriate use of support staff services;
 3. Shows appreciation for unique contributions of each staff member;
 4. Avoids idle and unprofessional talk about school personnel, students, and parents;
 5. Collaborates with others in planning and implementing projects.

- C. Demonstrates positive interpersonal relations with students:
 1. Promotes a positive self-image in students;
 2. Encourages students' self discipline;
 3. Interacts with each student in a mutually respectful and just manner;
 4. Is reasonably available to students during the school day;
 5. Maintains professionalism when relating with students;
 6. Uses discretion in handling difficult situations.

- D. Maintains positive interpersonal relations with parents:
 1. Respects and cooperates with parents as co-educators;
 2. Provides a climate which initiates and invites communication with parents;
 3. Communicates clearly, accurately, and consistently with parents;
 4. Gives serious consideration and appropriate action to parental comments and criticism;
 5. Participates actively in school sponsored parent meetings and programs.

IV. OTHER PROFESSIONAL RESPONSIBILITIES

- A. Maintains a professional manner in the classroom and other related settings:
 1. Displays emotional stability, sensitivity, appropriate humor, flexibility, good judgment, and a positive attitude;
 2. Dresses professionally and in accordance with school guidelines;
 3. Uses oral and written English correctly;
 4. Complies with the all policies stated in the Employment Agreement, Employee Handbook and Policies and Guidelines Handbook.

- B. Demonstrates a sense of professional responsibility and leadership:
 1. Maintains a reasonable record of attendance and punctuality;
 2. Refrains from entering into an agreement with any other school which would conflict with the Employment Agreement currently in effect;
 3. Maintains accurate student attendance records;
 4. Participates in school's self-study and evaluation activities.

- C. Reports any knowledge or suspicion of child abuse as required by law.

- D. Accepts, willingly, extra assignments and supervisions (e.g. lunch, playground, and/or dismissal).

- E. Attends all faculty meetings, in-services, and other meetings as specified by the principal unless excused by the principal prior to the meeting.

- F. Is responsible for the care and use of instructional materials, equipment, and school facilities.
- G. Reviews fire and earthquake drills and emergency procedures and practices with students regularly.
- H. Provides necessary documentation for personnel file.
- I. Follows directives regarding collection of monies.

V. PROFESSIONAL GROWTH

- A. Keeps abreast of developments in curriculum and methodology.
- B. Interacts with colleagues to further professional growth.
- C. Takes advantage of opportunities for professional improvement:
 - 1. Actively participates in the teacher evaluation process;
 - a) Accepts constructive criticism positively;
 - b) Corrects areas noted for growth;
 - 2. Participates in school, regional, or other in-services in consultation with the principal.
- D. Completes necessary work toward obtaining and/or maintaining a valid license.

MINIMUM QUALIFICATIONS

Holds a valid teaching license as set forth by Oregon Teacher Standards and Practices Commission. License is commensurate with subject area.

PHYSICAL REQUIREMENTS

While performing the duties of this job, the employee is required to stand, walk, talk, reach, sit, hear, handle, and perform repetitive motions of the hands/wrists. Teachers must be able to stand and/or sit for extended periods. May need to climb stairs and lift, carry, push and/or pull items up to 50 pounds. Must be able to respond effectively to emergency situations.

WORKING ENVIRONMENT

Work is usually performed in a school setting. Employee is occasionally required to attend evening meetings and may oversee field trips and other special events.

SUPERVISION

Exercises working supervision over students, Instructional Assistants and volunteers as necessary.

Employee Signature/ Date

Supervisors Signature/ Date