

NANTUCKET PUBLIC SCHOOLS

Job Description

TITLE: Teacher

REPORTS TO: Building Principal

TERMS OF EMPLOYMENT: School Year Contract

JOB SUMMARY: The job of the Teacher is to promote the learning and growth of all students by providing high-quality and coherent instruction that will lead students toward the fulfillment of their potential for intellectual, emotional, physical and social growth.

QUALIFICATIONS/SKILLS:

1. Bachelor's degree or higher
2. Valid Massachusetts Teaching Certificate covering appropriate area of responsibility
3. Strong interpersonal skills, including the ability to effectively communicate with and develop relationships with students, teachers, school administration, and parents
4. Demonstrate the patience required to work with students of different abilities who often struggle with the academic and/or behavioral expectations of the general classroom.
5. Ability to work with students from diverse backgrounds; proficiency in speaking both English and Spanish preferred
6. Knowledge of technology-based activities that assist and facilitate student progress
7. Maintain confidentiality, respecting the rights of students and families

DUTIES AND RESPONSIBILITIES:

1. Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.
2. Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and skills.
3. Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs.
4. Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.
5. Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.
6. Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.
7. Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.

8. Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors.
9. Consistently uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work.
10. Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.
11. Uses routines and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
12. Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.
13. Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.
14. Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
15. Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.
16. Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports accessible for all students.
17. Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.
18. Welcomes and encourages every family to become active participants in the classroom and school community.
19. Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.
20. Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.
21. Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.
22. Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.
23. Collaborates effectively with colleagues on a wide range of tasks.
24. Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.
25. Shares responsibility for the performance of all students within the school.
26. Is ethical and reliable, and meets routine Professional responsibilities consistently.
27. Perform other related duties as required or the situation dictates.

EVALUATION: Performance will be evaluated by the Building Administration in accordance with the District's Educator Evaluation System.