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EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Art Teacher 6-12

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
9. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
12. Teach students how to engage in respectful interactions with each other by being a model of respect.
13. Establish a culture for learning by conveying the education value of what the students are learning.
14. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
15. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
16. Display clear standards of behavior and occasionally refer to them during lessons.
17. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
18. Keep a classroom environment that is orderly and productive.
19. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
20. Review and practice routinely the evacuation, emergency, and crisis management plans, to be used in the event of a fire, storm, intruder, earthquake, or unexpected disaster.
21. Meet and instruct assigned classes in the locations and at the times designated.
22. Provide clear directions for classroom activities so that students know what they are to do.
23. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
24. Provide important and challenging content to engage students in learning.
25. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
26. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
27. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
28. Seek alternative approaches to help students when they encounter difficulty in learning.
29. Integrate technology in the classroom to reinforce material learned.
30. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
31. Use reflections of teaching to make adjustments.

32. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
33. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
34. Work with colleagues to share strategies and plan for the success of each student.
35. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
36. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
37. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
38. Demonstrate professionalism towards both students and colleagues.
39. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
40. Complete lunch room, recess, hallway, bus or any other duty assigned.
41. Attend and participate in workshops, faculty meetings, and professional development.
42. Maintain information or folder for substitute teachers.
43. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
44. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Art Teacher K-5

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
9. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
12. Teach students how to engage in respectful interactions with each other by being a model of respect.
13. Establish a culture for learning by conveying the education value of what the students are learning.
14. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
15. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
16. Display clear standards of behavior and occasionally refer to them during lessons.
17. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
18. Keep a classroom environment that is orderly and productive.
19. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
20. Review and practice routinely the evacuation, emergency, and crisis management plans, to be used in the event of a fire, storm, intruder, earthquake, or unexpected disaster.
21. Meet and instruct assigned classes in the locations and at the times designated.
22. Provide clear directions for classroom activities so that students know what they are to do.
23. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
24. Provide important and challenging content to engage students in learning.
25. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
26. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
27. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
28. Seek alternative approaches to help students when they encounter difficulty in learning.
29. Integrate technology in the classroom to reinforce material learned.
30. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
31. Use reflections of teaching to make adjustments.

32. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
33. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
34. Work with colleagues to share strategies and plan for the success of each student.
35. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
36. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
37. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
38. Demonstrate professionalism towards both students and colleagues.
39. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
40. Complete lunch room, recess, hallway, bus or any other duty assigned.
41. Attend and participate in workshops, faculty meetings, and professional development.
42. Maintain information or folder for substitute teachers.
43. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
44. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Business and Computers Teacher 6-12

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Integrate technology in the classroom to reinforce material learned.
31. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
32. Use reflections of teaching to make adjustments.

33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
35. Work with colleagues to share strategies and plan for the success of each student.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Supervise hallways before, between and after class periods.
42. Attend and participate in workshops, faculty meetings, and professional development.
43. Maintain information or folder for substitute teachers.
44. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
45. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Business 9-12

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Integrate technology in the classroom to reinforce material learned.
31. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
32. Use reflections of teaching to make adjustments.

33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
35. Work with colleagues to share strategies and plan for the success of each student.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Supervise hallways before, between and after class periods.
42. Attend and participate in workshops, faculty meetings, and professional development.
43. Maintain information or folder for substitute teachers.
44. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
45. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Computer Teacher 6-8

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
9. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
12. Teach students how to engage in respectful interactions with each other by being a model of respect.
13. Establish a culture for learning by conveying the education value of what the students are learning.
14. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
15. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
16. Display clear standards of behavior and occasionally refer to them during lessons.
17. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
18. Keep a classroom environment that is orderly and productive.
19. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
20. Meet and instruct assigned classes in the locations and at the times designated.
21. Provide clear directions for classroom activities so that students know what they are to do.
22. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
23. Provide important and challenging content to engage students in learning.
24. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
25. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
26. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
27. Seek alternative approaches to help students when they encounter difficulty in learning.
28. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
29. Use reflections of teaching to make adjustments.
30. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
31. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
32. Work with colleagues to share strategies and plan for the success of each student.

33. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
34. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
35. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
36. Demonstrate professionalism towards both students and colleagues.
37. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
38. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
39. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Driver's Education Teacher 9-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner
7. Must have a valid current Illinois Driver's License
8. Must have the ability to kneel, crawl, crouch, sit on the floor, sit in a chair, stand, sitting trunk rotation, standing trunk rotation, sit forward bent, stand forward bent, reach overhead, bilateral hand coordination, walk, and take stairs.

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.

6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Research current legislation in Driver's Education and other state laws that student's need to be aware of.
13. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
14. Teach students how to engage in respectful interactions with each other by being a model of respect.
15. Establish a culture for learning by conveying the education value of what the students are learning.
16. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
17. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
18. Model the proper use of school equipment and keep equipment maintained.
19. Maintenance driver's education vehicles or keep the bus barn informed of needed maintenance.
20. Display clear standards of behavior and occasionally refer to them during lessons.
21. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
22. Keep a classroom environment that is orderly and productive.
23. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
24. Meet and instruct assigned classes in the locations and at the times designated.
25. Supervise driving of students while in the Driver's Education vehicle.
26. Provide clear directions for classroom activities so that students know what they are to do.
27. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
28. Provide important and challenging content to engage students in learning.
29. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
30. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.

31. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
32. Seek alternative approaches to help students when they encounter difficulty in learning.
33. Integrate technology in the classroom to reinforce material learned.
34. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
35. Use reflections of teaching to make adjustments.
36. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
37. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
38. Work with colleagues to share strategies and plan for the success of each student.
39. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
40. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
41. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
42. Keep state driver's education website up to date so students may be approved to get their licenses on time.
43. Responsible for all paperwork and applications that need to be provided to the driver's facility for student's to receive their instruction permits.
44. Demonstrate professionalism towards both students and colleagues.
45. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
46. Supervise hallways before, between and after class periods.
47. Attend and participate in workshops, faculty meetings, and professional development.
48. Maintain information or folder for substitute teachers.
49. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
50. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40

JOB DESCRIPTION

Position Title: Early Childhood Special Education (ECSE) Preschool Teacher

Location:

Reports to: Principal and Special Education Coordinator

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students with special needs and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching Special Education students in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must have excellent Oral and Written communication skills to work with teachers, education support personnel, building administrators and the general public.
4. Must be detailed oriented.
5. Can work with other staff member effectively as a team.

DUTIES

1. Assist the students with classroom activities.
2. Work closely with faculty and staff to identify eligible children for Special Education services.
3. Work with faculty and staff in order to establish priority for services when too many educationally deprived children exist for Special Education to serve adequately.
4. Work with parents disseminating information concerning individual student progress and the Special Education program in general.
5. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
6. Guide the learning process toward the achievement of curriculum goals in harmony with state mandated standards and IEP goals.
7. Establish clear objectives for all lesson, units, projects, and the like to communicate these objectives to students.
8. Employ instructional methods and materials that are most appropriate for meeting stated objectives.
9. Incorporate technology in the classroom to reinforce skills learned.
10. Extend learning opportunities, such as guest speakers, field trips, etc.
11. Assess the accomplishments of students on a regular basis and complete quarterly progress reports.
12. Prepare materials for Individual Education Plans and develop IEP tracking sheets.
13. Diagnose the special characteristics of students on a regular basis, seeking the assistance of District and cooperative specialists are required and investigate symptoms to implement strategies.
14. Counsel with colleagues, students, and/or parents on a regular basis, at least quarterly.

15. Assist the administration in implementing all policies and/or rules governing, student life and conduct, and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
16. Assist the students transferring between classes and throughout the building.
17. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts with therapists.
18. Organize schedules for standardized testing to ensure proper accommodations can be provided for each student.
19. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations as needed.
20. Present subject matter to students using lectures, discussions, or supervised role-playing methods.
21. Assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.
22. Supervise students in classrooms, halls, cafeterias, schoolyards, and gymnasiums, or on field trips.
23. Supervise bus duty and recess duty as assigned as well as restroom and drink breaks.
24. Ensure the safety of students by reviewing safety procedures and also promote a positive and safe learning environment.
25. Distribute and maintain inventory of educational manipulatives.
26. Enforce administration policies and rules governing students.
27. Assess and record each student's progress on a regular basis and communicate progress to parents.
28. Complete evaluation/reevaluation packets for psychological testing.
29. Work with students with multiple physical, mental, and developmental disabilities.
30. Attend faculty meetings, institutes, workshops, and keeps track of professional development requirements.
31. Prepare substitute teacher folders and assign paraprofessional duties as needed.
32. Maintain a high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.
33. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.
34. Teach socially acceptable behavior by employing techniques in an overall positive behavioral support system.
35. Coordinate overall program with interventionists.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Elementary Teacher 4-5

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Teach district approved curriculum and state-mandated topics.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Display clear standards of behavior and occasionally refer to them during lessons.
18. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
19. Keep a classroom environment that is orderly and productive.
20. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
21. Meet and instruct assigned classes in the locations and at the times designated.
22. Provide clear directions for classroom activities so that students know what they are to do.
23. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
24. Provide important and challenging content to engage students in learning.
25. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
26. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
27. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
28. Seek alternative approaches to help students when they encounter difficulty in learning.
29. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
30. Use reflections of teaching to make adjustments.
31. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
32. Communicate with families by providing opportunities to understand the instructional program and their child's progress.

33. Work with colleagues to share strategies and plan for the success of each student.
34. Collaborate with the Special Education Department to adjust student instructions or materials when necessary.
35. Implement accommodations students with special needs specified in IEPs'.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Complete lunch room, recess, hallway, bus or any other duty assigned.
42. Maintain accurate information regarding classroom and school-wide routines and procedures in an organized format for substitute teachers.
43. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
44. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Elementary Teacher K-3

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Teach district approved curriculum and state-mandated topics.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Display clear standards of behavior and occasionally refer to them during lessons.
18. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
19. Keep a classroom environment that is orderly and productive.
20. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
21. Meet and instruct assigned classes in the locations and at the times designated.
22. Provide clear directions for classroom activities so that students know what they are to do.
23. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
24. Provide important and challenging content to engage students in learning.
25. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
26. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
27. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
28. Seek alternative approaches to help students when they encounter difficulty in learning.
29. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
30. Use reflections of teaching to make adjustments.
31. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
32. Communicate with families by providing opportunities to understand the instructional program and their child's progress.

33. Work with colleagues to share strategies and plan for the success of each student.
34. Collaborate with the Special Education Department to adjust student instructions or materials when necessary.
35. Implement accommodations students with special needs specified in IEPs'.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Complete lunch room, recess, hallway, bus or any other duty assigned.
42. Maintain accurate information regarding classroom and school-wide routines and procedures in an organized format for substitute teachers.
43. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
44. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: English as a Second Language K-9

Location:

Reports to: Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides extra instruction to students in the area of reading and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children reading in a classroom setting.

QUALIFICATIONS

1. Hold an elementary school license K-9 from the State of Illinois or the equivalent license, which will qualify the teacher for an Illinois teaching license.
2. Position requires recent relevant experience in the appointed subject area.
3. Must have excellent Oral and Written communication skills to work with teachers, education support personnel, building administrators and the general public.
4. Enforce school regulations and policies in a professional manner.
5. Ability to maintain good working relationships with fellow employees and pupils.
6. Must be detailed oriented.
7. Must have the ability to kneel, crawl, crouch, sit on the floor, sit in a chair, stand, sitting trunk rotation, standing trunk rotation, sit forward bent, stand forward bent, reach overhead, bilateral hand coordination, walk, and take stairs.
8. Engage parents and families in their student's learning and acting as an ambassador for the school in the community.
9. Assist in developing appropriate curriculum to help ELL students acquire the English language.
10. Assist in developing language acquisition support plans (ELL plans) for all ELL students and work with classroom teachers to implement plans.
11. Assist in completing ELL Accommodations Forms and ELL Progress Reports.
12. Work with classroom teachers to support differentiated instruction.
13. Translate written and spoken classroom instructions and explanations for students.
14. Facilitate communication, and possible translation, between teacher and parent when meeting face-to-face or exchanging written communication.

DUTIES

1. Teach English to non-English speaking and limited English proficient students, and provide focused, intensive, small-group interventions for English learners determined to be at risk for reading and academic problems.
2. Explicit, direct instruction, based on the WIDA ELD Standards Framework for Listening, Speaking, Reading, and Writing, should be the primary means of instructional delivery for EL Students.
3. Assist the students with classroom activities.
4. Work closely with faculty and staff to identify eligible children for ELL services.

5. Work with faculty and staff in order to establish priority for services when too many children exist for ELL to serve adequately.
6. Work with parents disseminating information concerning individual student progress and the ELL program in general.
7. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
8. Guide the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lesson, units, projects, and the like to communicate these objectives to students.
9. Employ instructional methods and materials that are most appropriate for meeting stated objectives.
10. Assess the accomplishments of students on a regular basis and provides progress reports as required.
11. Identify the language barriers of students on a regular basis, seeking the assistance of District specialists are required.
12. Extend learning opportunities, such as, guest speakers, field trips, etc.
13. Counsel with colleagues, students, and/or parents on a regular basis.
14. Assist the administration in implementing all policies and/or rules governing, student life and conduct, and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
15. Control student's classroom behavior.
16. Attend ELL staff meetings.
17. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
18. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations as needed.
19. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
20. Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.
21. Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students.
22. Distribute tests and homework assignments, and collect them when they are completed.
23. Enforce administration policies and rules governing students.
24. Grade homework and tests, and computes and records results, using answer sheets or electronic marking devices.
25. Complete required reports in a timely manner
26. Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
27. Maintain a high level of ethical behavior and confidentiality of information about students.
28. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: English Language Arts Teacher 6-8

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner.

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Integrate technology in the classroom to reinforce material learned.
31. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
32. Use reflections of teaching to make adjustments.

33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
35. Work with colleagues to share strategies and plan for the success of each student.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Supervise hallways before, between and after class periods.
42. Supervise during the weekly rotation of bus duty, breakfast duty, and detention.
43. Attend and participate in workshops, faculty meetings, and professional development.
44. Maintain information or folder for substitute teachers.
45. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
46. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: English Language Arts Teacher 9-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Integrate technology in the classroom to reinforce material learned.
31. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
32. Use reflections of teaching to make adjustments.

33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
35. Work with colleagues to share strategies and plan for the success of each student.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Supervise hallways before, between and after class periods.
42. Attend and participate in workshops, faculty meetings, and professional development.
43. Maintain information or folder for substitute teachers.
44. Collaborate with the Guidance Department to distribute information to seniors and post scholarship and college information.
45. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
46. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Family and Consumer Science Teacher 6-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Plan for labs by shopping for ingredients.
13. Maintain appliances that are on a rental contract and stay within given budget.
14. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
15. Teach students how to engage in respectful interactions with each other by being a model of respect.
16. Establish a culture for learning by conveying the education value of what the students are learning.
17. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
18. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
19. Model the proper use of school equipment.
20. Display clear standards of behavior and occasionally refer to them during lessons.
21. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
22. Keep a classroom environment that is orderly and productive.
23. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
24. Meet and instruct assigned classes in the locations and at the times designated.
25. Provide clear directions for classroom activities so that students know what they are to do.
26. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
27. Provide important and challenging content to engage students in learning.
28. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
29. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
30. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
31. Seek alternative approaches to help students when they encounter difficulty in learning.
32. Integrate technology in the classroom to reinforce material learned.
33. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.

34. Use reflections of teaching to make adjustments.
35. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
36. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
37. Work with colleagues to share strategies and plan for the success of each student.
38. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
39. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
40. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
41. Demonstrate professionalism towards both students and colleagues.
42. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
43. Supervise hallways before, between and after class periods.
44. Attend and participate in workshops, faculty meetings, and professional development.
45. Maintain information or folder for substitute teachers.
46. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
47. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Foreign Language Teacher 9-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
6. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
7. Ability to understand and follow basic oral and written instructions.
8. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.

6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Integrate technology in the classroom to reinforce material learned.

31. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
32. Use reflections of teaching to make adjustments.
33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
35. Work with colleagues to share strategies and plan for the success of each student.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Supervise hallways before, between and after class periods.
42. Attend and participate in workshops, faculty meetings, and professional development.
43. Maintain information or folder for substitute teachers.
44. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
45. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Health Teacher 6-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Must be familiar with the use of computers including but not limited to electronic mail, the Internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
9. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
12. Teach students how to engage in respectful interactions with each other by being a model of respect.
13. Establish a culture for learning by conveying the education value of what the students are learning.
14. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
15. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
16. Display clear standards of behavior and occasionally refer to them during lessons.
17. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
18. Keep a classroom environment that is orderly and productive.
19. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
20. Review and practice routinely the evacuation, emergency, and crisis management plans, to be used in the event of a fire, storm, intruder, earthquake, or unexpected disaster.
21. Meet and instruct assigned classes in the locations and at the times designated.
22. Provide clear directions for classroom activities so that students know what they are to do.
23. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
24. Provide important and challenging content to engage students in learning.
25. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
26. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
27. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
28. Seek alternative approaches to help students when they encounter difficulty in learning.
29. Expose students to hands-on activities to help master math and reading Common Core standards.
30. Work cooperatively with other school personnel in the identification, diagnosis, referral, and remediation of individual students with specialized needs.
31. Integrate technology in the classroom to reinforce material learned.

32. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
33. Use reflections of teaching to make adjustments.
34. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
35. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
36. Work with colleagues to share strategies and plan for the success of each student.
37. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
38. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
39. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
40. Demonstrate professionalism towards both students and colleagues.
41. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
42. Complete lunch room, recess, hallway, bus or any other duty assigned.
43. Attend and participate in workshops, faculty meetings, and professional development.
44. Maintain information or folder for substitute teachers.
45. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
46. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Health Teacher 9-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
9. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
12. Teach students how to engage in respectful interactions with each other by being a model of respect.
13. Establish a culture for learning by conveying the education value of what the students are learning.
14. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
15. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
16. Display clear standards of behavior and occasionally refer to them during lessons.
17. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
18. Keep a classroom environment that is orderly and productive.
19. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
20. Review and practice routinely the evacuation, emergency, and crisis management plans, to be used in the event of a fire, storm, intruder, earthquake, or unexpected disaster.
21. Meet and instruct assigned classes in the locations and at the times designated.
22. Provide clear directions for classroom activities so that students know what they are to do.
23. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
24. Provide important and challenging content to engage students in learning.
25. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
26. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
27. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
28. Seek alternative approaches to help students when they encounter difficulty in learning.
29. Expose students to hands-on activities to help master math and reading Common Core standards.
30. Work cooperatively with other school personnel in the identification, diagnosis, referral, and remediation of individual students with specialized needs.
31. Integrate technology in the classroom to reinforce material learned.

32. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
33. Use reflections of teaching to make adjustments.
34. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
35. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
36. Work with colleagues to share strategies and plan for the success of each student.
37. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
38. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
39. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
40. Demonstrate professionalism towards both students and colleagues.
41. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
42. Complete lunch room, recess, hallway, bus or any other duty assigned.
43. Attend and participate in workshops, faculty meetings, and professional development.
44. Maintain information or folder for substitute teachers.
45. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
46. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Industrial Arts 6-12 with Construction Trades

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Teach district approved curriculum and state-mandated topics.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
17. Model the proper use of school equipment particularly, demonstrating the proper use of machinery and industrial equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Ensure that all Federal & State safety and OSHA guidelines are correctly followed during class and labs.
22. Ensure that all students in class complete the 10 & 30 hours OSHA Trainings.
23. Complete proficiency testing with students as part of the program.
24. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
25. Meet and instruct assigned classes in the locations and at the times designated.
26. Provide clear directions for classroom activities so that students know what they are to do.
27. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
28. Provide important and challenging content to engage students in learning.
29. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
30. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
31. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
32. Seek alternative approaches to help students when they encounter difficulty in learning.

33. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
34. Use reflections of teaching to make adjustments.
35. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
36. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
37. Work with colleagues to share strategies and plan for the success of each student.
38. Collaborate with the Special Education Department to adjust student instructions or materials when necessary.
39. Implement accommodations students with special needs as specified in IEPs'.
40. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
41. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
42. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
43. Demonstrate professionalism towards both students and colleagues.
44. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
45. Complete lunch room, recess, hallway, bus or any other duty assigned.
46. Prepare plans and materials for the physical classroom portions including labs.
47. Maintain accurate information regarding classroom and school-wide routines and procedures in an organized format for substitute teachers.
48. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
49. Performs all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Industrial Arts 6-12 with Manufacturing Skills

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Teach district approved curriculum and state-mandated topics.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
17. Model the proper use of school equipment particularly, demonstrating the proper use of machinery and industrial equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Ensure that all Federal & State safety and OSHA guidelines are correctly followed during class and labs.
22. Complete proficiency testing with students as part of the program.
23. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
24. Meet and instruct assigned classes in the locations and at the times designated.
25. Provide clear directions for classroom activities so that students know what they are to do.
26. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
27. Provide important and challenging content to engage students in learning.
28. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
29. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
30. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
31. Seek alternative approaches to help students when they encounter difficulty in learning.
32. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.

33. Use reflections of teaching to make adjustments.
34. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
35. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
36. Work with colleagues to share strategies and plan for the success of each student.
37. Collaborate with the Special Education Department to adjust student instructions or materials when necessary.
38. Implement accommodations students with special needs as specified in IEPs'.
39. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
40. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
41. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
42. Demonstrate professionalism towards both students and colleagues.
43. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
44. Complete lunch room, recess, hallway, bus or any other duty assigned.
45. Prepare plans and materials for the physical classroom portions including labs.
46. Maintain accurate information regarding classroom and school-wide routines and procedures in an organized format for substitute teachers.
47. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
48. Performs all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Library Elementary Gr. 1 - 2

Department:

Location:

Reports to: Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

Provide each student with an enriched library environment containing a wide variety and range of materials that will invite intellectual probing, growth, and to aid all students in acquiring the skills needed to take advantage of the library and media center resources. Also, completes some literary teaching responsibilities.

QUALIFICATIONS

1. Valid Illinois teaching license, with appropriate endorsement required by state law.
2. Position requires recent relevant experience in the appointed subject area.
3. Ability to lift and carry up to 20 lbs.
4. Ability to push/pull up to 10 lbs.
5. Must have excellent oral and written communication skills to work with teachers, education support personnel, building administrators and the general public.
6. Enforce school regulations and policies in a professional manner.
7. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
8. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
9. Ability to understand and follow basic oral and written instructions.
10. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Provide a variety of media materials and services appropriate to the instructional needs of staff and students.
2. Teach district approved curriculum and state-mandated topics.
3. Preview, select, and direct the ordering and processing of new acquisitions to the library collection, according to District Policy, including, but not limited to periodicals, reading counts, materials and equipment for faculty.
4. Answer inquiries promptly and courteously including processing and distributing emails and district mails.
5. Prepare and submit necessary reports, records and statistics for library/media center
6. Troubleshoot, maintain, inventory, repair, and replace equipment and materials including LCD Projector, telephone system, and district cell phones
7. Attend mandatory in-service seminars.

8. Annually develop and suggest goals and improvements for professional growth and development.
9. Process and loan materials to faculty including magazines, audio, books, videos, and equipment.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Assist Interventionist and maintain materials for reading programs.
12. Review and assist writing grants and applying for grants
13. Provide instruction specific to searching for information in various formats and guide students and teachers to formats most appropriate for the learning tasks.
14. Apply appropriate interventions to help learners performs tasks that they cannot complete without assistance.
15. Stimulate critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity with differentiated strategies.
16. Work cooperatively with other faculty members to share resources and assistance as needed.
17. Perform all other duties reasonably related to the position as may be assigned by Building Administrator or Superintendent.
18. Assist in delivering interventions as assigned by building administrator.
19. Support school wide initiatives and student incentive programs.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT NUMBER 40
EFFINGHAM, ILLINOIS

JOB DESCRIPTION

Position Title: LIBRARY MEDIA SPECIALIST

Department: Certified Staff

Location:

Reports to: Building Principals with Library Media Centers

FLSA Class: Exempt

Revised Date: November 29, 2021

QUALIFICATIONS

- Illinois Professional Educator License (PEL) with Library Information Specialist endorsement or equivalent
- Library media experience preferred. Supervisory experience preferred.
- Is of good character, good health and attendance, is punctual; has a cooperative attitude, sense of responsibility, neat and clean appearance, acceptable language and personal habits, and a respect for children and the general public.
- Ability to work cooperatively with both children and adults.

SUMMARY

To provide support and coordination of the District's library program; to provide the leadership and expertise necessary to ensure that the library program is an integral part to the instructional program; to provide faculty and students with an enriched library media center environments containing a wide variety and range of materials that will invite intellectual inquiry and growth; and to aid faculty and students in acquiring the skills needed to take full advantage of media resources.

DUTIES

1. Oversee and provide direction and support for library clerks in all buildings across the District. Serves as a resource and conducts ongoing training sessions for the school-site library clerks (eg, digital literacy and citizenship, reference and research skills, book talks, storytelling, cataloging, book selection, and library operations).
2. Spend time regularly in all of the District's library media centers.
3. Collaborate with teachers as an instructional partner to provide resources, materials, information, leadership, inservices and modeling of the Information Literacy process, including digital literacy and citizenship, to teaching staff as well as to library staff.
4. Make recommendations for modernizing the library media centers using technological advances.
5. Establish, coordinate, and oversee procedures for instructional materials and equipment, including periodicals and online subscriptions, distributed through the library:
 - a. evaluating, selecting, ordering new library media materials and equipment that support and supplement areas of the District's curriculum;
 - b. inventorying, processing, organizing, distributing, storing, and circulating existing library media materials and equipment; and

- c. discarding and removal of obsolete library materials and equipment at schools within the District.
6. Serve on committees and leadership teams.
7. Provide support and facilitate the use of technology by students and teachers.
8. Participate in the development of educational programs at the school and District levels.
9. Identify and provide access to sources of information outside the school library media centers, including other sources of interlibrary loans, and other community resources.
10. Show evidence of professional growth by participating in in-service workshops, meetings, college course work, and professional groups.
11. Research and order state recommended, district recommended, and other learning materials for the purpose of ensuring the availability of current textbook and media resources. Provide support to sites in selecting classroom and library reading materials.
12. Provide resource materials for student well-being and future planning in coordination with each site's counselors and administrators. (For example: college preparation and financial aid).
13. Maintain an attractive physical environment in the library for the purpose of promoting interest in and use of library materials.
14. Maintain and report data to the administration summarizing the use of the library materials, circulation, collection size, site usage, interlibrary loans, etc.
15. Assist teachers, students, and other personnel in researching materials for use in the classroom for the purpose of enhancing classroom assignments, projects, and other instructionally-related tasks.
16. Assist with independent study and computerized learning programs for the purpose of ensuring maximum use of programs and compliance with program requirements.
17. Coordinate repairs and upgrades of library/media equipment/materials for the purpose of ensuring availability of items as needed.
18. Coordinates the notification of students/parents regarding lost/damaged books and materials for the purpose of collecting funds and maintaining inventory.
19. Promote the value and importance of library resources, reading and literature, and Information Literacy to all constituencies (students, staff, and parents). Encourage the use of library resources (e.g. read-alouds, book talks, fairs, contests, displays, programs, etc.) for the purpose of promoting literacy at school.
20. Operate software applications and hardware for retrieval and dissemination of information and management of library materials. Maintains files and/or records (computerized and manual) (e.g. library use schedules, collection development, etc.) for the purpose of ensuring availability of library facilities and/or providing an up-to-date reference source.
21. Respond to inquiries (e.g. parents, students, teachers, staff, vendors, etc.) for the purpose of providing information and/or direction.
22. Assist with site-level library programs under the direction of the building principals.
23. Coordinate District-wide activities and conducts monthly meetings with District library clerks
24. Support professional growth by becoming involved in library and other educational activities and programs.

25. Monitor the appropriate use of supplementary instructional materials with the inclusion of: library books, literature sets (trade books), teachers' personal classroom libraries, informational technology, and computer hardware.
26. Use knowledge of all phases of school librarianship, knowledge of library automation and technology systems, good communication skills, and good organizational skills to deliver library service to all district site.
27. Work effectively with a wide variety of organizations and with people of all socioeconomic and cultural backgrounds
28. Provide input to site administration regarding the evaluation of library clerks.
29. Coordinate pre-installation of automation systems at new and existing library media centers.
30. Understand, implement, and give complex oral and written directions in English. Compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation, and spelling.
31. Perform other duties as required by administration.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls, talk, and hear. The employee is frequently required to sit, stand, and walk. The employee is regularly required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds individually or with assistance. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those that an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment entails a variety of work settings in varied locations; therefore, mobility is critical. The work settings can include the all district and school buildings, offices, classrooms, and meeting rooms, and public places.

Besides the broader descriptions above, the Library Media Specialist's duties include:

A. Materials

1. Check publishers' catalogs and professional journals
2. Prepare materials orders
3. Preview new materials
4. Handle subscriptions and any issues associated
5. Meet with sales representatives for periodicals and other materials
6. Enlist help from teachers for materials to order in their content areas and grade levels

- B. Supervision
 - 1. Supervise library clerks in all buildings across the District
 - 2. Oversee circulation responsibilities carried out by Library Clerks in the district
 - 3. Supervise students in the library media centers when needed
- C. Technology Equipment
 - 1. Do minor repairs on equipment
 - 2. Send equipment for repair
- D. Miscellaneous
 - 1. Repair books
 - 2. Inventory each collection at the beginning and end of each year
 - 3. Attend faculty meetings across the District as coordinate among the building principals

TERMS OF EMPLOYMENT:

- 1. Employed by the Board of Education in accordance with the provisions of the policies, rules and regulations of the School District which pertain to certificated staff.
- 2. Hours, terms and conditions of employment shall be established at the time of employment or re-employment.

EVALUATION:

Performance of this job will be evaluated by the building principals with input from other administrators in accordance with provisions of the Board's policy on evaluation of certificated staff.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

Approved 12.20.21

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Math Teacher 6-8

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Integrate technology in the classroom to reinforce material learned.
31. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
32. Use reflections of teaching to make adjustments.

33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
35. Work with colleagues to share strategies and plan for the success of each student.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Supervise hallways before, between and after class periods.
42. Supervise during the weekly rotation of bus duty, breakfast duty, and detention.
43. Attend and participate in workshops, faculty meetings, and professional development.
44. Maintain information or folder for substitute teachers.
45. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
46. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Math Teacher 9-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Integrate technology in the classroom to reinforce material learned.
31. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
32. Use reflections of teaching to make adjustments.

33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
35. Work with colleagues to share strategies and plan for the success of each student.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Supervise hallways before, between and after class periods.
42. Attend and participate in workshops, faculty meetings, and professional development.
43. Maintain information or folder for substitute teachers.
44. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
45. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Music Teacher K-12

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner
7. Possess knowledge of all musical instruments including the ability to repair.

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.

7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Review and practice routinely the evacuation, emergency, and crisis management plans, to be used in the event of a fire, storm, intruder, earthquake, or unexpected disaster.
23. Meet and instruct assigned classes in the locations and at the times designated.
24. Provide clear directions for classroom activities so that students know what they are to do.
25. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
26. Provide important and challenging content to engage students in learning.
27. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
28. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
29. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
30. Seek alternative approaches to help students when they encounter difficulty in learning.
31. Integrate technology in the classroom to reinforce material learned.

32. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
33. Use reflections of teaching to make adjustments.
34. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
35. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
36. Work with colleagues to share strategies and plan for the success of each student.
37. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
38. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
39. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
40. Demonstrate professionalism towards both students and colleagues.
41. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
42. Prepare, organize and produce school music programs.
43. Complete lunch room, recess, hallway, bus or any other duty assigned.
44. Attend and participate in workshops, faculty meetings, and professional development.
45. Maintain information or folder for substitute teachers.
46. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
47. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.
48. Proficiency in playing keyboards (acoustic piano, Clavinova, portable keyboards, etc.) as well as, have a broad understanding of the Orff/Kodaly vocal system.
49. Experience in organizing and conducting various mixed vocal and instrumental groups and wide knowledge of creating and presenting various tonal and counting strategies.
50. Use and assist other with various types of sound system equipment in the classroom and for the District.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Music Teacher K-12 with Band Director 6-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner
7. Possess knowledge of all musical instruments including the ability to repair.

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.

7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Review and practice routinely the evacuation, emergency, and crisis management plans, to be used in the event of a fire, storm, intruder, earthquake, or unexpected disaster.
22. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
23. Meet and instruct assigned classes in the locations and at the times designated.
24. Provide clear directions for classroom activities so that students know what they are to do.
25. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
26. Provide important and challenging content to engage students in learning.
27. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
28. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
29. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
30. Seek alternative approaches to help students when they encounter difficulty in learning.
31. Integrate technology in the classroom to reinforce material learned.

32. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
33. Use reflections of teaching to make adjustments.
34. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
35. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
36. Work with colleagues to share strategies and plan for the success of each student.
37. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
38. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
39. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
40. Demonstrate professionalism towards both students and colleagues.
41. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
42. Plan and prepare for all performances.
43. Supervise hallways before, between and after class periods.
44. Attend and participate in workshops, faculty meetings, and professional development.
45. Maintain information or folder for substitute teachers.
46. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
47. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.
48. Proficiency in playing keyboards (acoustic piano, Clavinova, portable keyboards, etc.) as well as, have a broad understanding of the Orff/Kodaly vocal system.
49. Experience in organizing and conducting various mixed vocal and instrumental groups and wide knowledge of creating and presenting various tonal and counting strategies.
50. Use and assist other with various types of sound system equipment in the classroom and for the District.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Physical Education Teacher 6-8

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Buy, maintain, and inventory equipment needed for activities in Physical Education and recess.
18. Model the proper use of school equipment and keep equipment maintained.
19. Display clear standards of behavior and occasionally refer to them during lessons.
20. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
21. Review and practice routinely the evacuation, emergency, and crisis management plans, to be used in the event of a fire, storm, intruder, earthquake, or unexpected disaster.
22. Keep a classroom environment that is orderly and productive.
23. Meet and instruct assigned classes in the locations and at the times designated.
24. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
25. Provide clear directions for classroom activities so that students know what they are to do.
26. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
27. Provide important and challenging content to engage students in learning.
28. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
29. Provide feedback to students that are timely, constructive, and provides guidance to improve their performance.
30. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
31. Seek alternative approaches to help students when they encounter difficulty in learning.
32. Integrate technology in the classroom to reinforce material learned.

33. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
34. Use reflections of teaching to make adjustments.
35. Works cooperatively with other school personnel in the identification, diagnosis, referral, and remediation of individual students with specialized needs.
36. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
37. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
38. Work with colleagues to share strategies and plan for the success of each student.
39. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
40. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
41. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
42. Demonstrate professionalism towards both students and colleagues.
43. Model health habits and good attitude for lifelong fitness.
44. Complete lunch room, recess, hallway, bus or any other duty assigned.
45. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
46. Supervise hallways before, between and after class periods.
47. Attend and participate in workshops, faculty meetings, and professional development.
48. Maintain information or folder for substitute teachers.
49. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
50. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Physical Education Teacher 9-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Administer P.E. locks for lockers and order P.E. uniforms and equipment.
13. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
14. Teach students how to engage in respectful interactions with each other by being a model of respect.
15. Establish a culture for learning by conveying the education value of what the students are learning.
16. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
17. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
18. Buy, maintain, and inventory equipment needed for activities in Physical Education and recess.
19. Model the proper use of school equipment and keep equipment maintained.
20. Display clear standards of behavior and occasionally refer to them during lessons.
21. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
22. Review and practice routinely the evacuation, emergency, and crisis management plans, to be used in the event of a fire, storm, intruder, earthquake, or unexpected disaster.
23. Keep a classroom environment that is orderly and productive.
24. Meet and instruct assigned classes in the locations and at the times designated.
25. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
26. Provide clear directions for classroom activities so that students know what they are to do.
27. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
28. Provide important and challenging content to engage students in learning.
29. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
30. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
31. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
32. Seek alternative approaches to help students when they encounter difficulty in learning.

33. Integrate technology in the classroom to reinforce material learned.
34. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
35. Use reflections of teaching to make adjustments.
36. Works cooperatively with other school personnel in the identification, diagnosis, referral, and remediation of individual students with specialized needs.
37. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
38. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
39. Work with colleagues to share strategies and plan for the success of each student.
40. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
41. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
42. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
43. Demonstrate professionalism towards both students and colleagues.
44. Model health habits and good attitude for lifelong fitness.
45. Complete lunch room, recess, hallway, bus or any other duty assigned.
46. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
47. Supervise hallways before, between and after class periods.
48. Attend and participate in workshops, faculty meetings, and professional development.
49. Maintain information or folder for substitute teachers.
50. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
51. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Physical Education Teacher K-5

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Buy, maintain, and inventory equipment needed for activities in Physical Education and recess.
17. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
18. Model the proper use of school equipment and keep equipment maintained.
19. Display clear standards of behavior and occasionally refer to them during lessons.
20. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
21. Review and practice routinely the evacuation, emergency, and crisis management plans, to be used in the event of a fire, storm, intruder, earthquake, or unexpected disaster.
22. Keep a classroom environment that is orderly and productive.
23. Meet and instruct assigned classes in the locations and at the times designated.
24. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
25. Provide clear directions for classroom activities so that students know what they are to do.
26. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
27. Provide important and challenging content to engage students in learning.
28. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
29. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
30. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
31. Seek alternative approaches to help students when they encounter difficulty in learning.
32. Integrate technology in the classroom to reinforce material learned.

33. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
34. Use reflections of teaching to make adjustments.
35. Works cooperatively with other school personnel in the identification, diagnosis, referral, and remediation of individual students with specialized needs.
36. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
37. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
38. Work with colleagues to share strategies and plan for the success of each student.
39. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
40. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
41. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
42. Demonstrate professionalism towards both students and colleagues.
43. Model health habits and good attitude for lifelong fitness.
44. Complete lunch room, recess, hallway, bus or any other duty assigned.
45. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
46. Supervise hallways before, between and after class periods.
47. Attend and participate in workshops, faculty meetings, and professional development.
48. Maintain information or folder for substitute teachers.
49. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
50. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Psychologist

Department:

Reports to:

FLSA Class: Exempt

SUMMARY

To provide comprehensive school psychological services to parents, teachers, children and administrators in the school district.

QUALIFICATIONS

1. Master's Degree in Psychology
2. Holder of Type 73 School Service Personnel License (requires one-year internship)
3. Position requires recent relevant experience in the appointed subject area.
4. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
5. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
6. Ability to understand and follow basic oral and written instructions.
7. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Provide individualized child study in the areas of intellectual ability, education achievement and social/emotional adjustment.
2. Provide recommendations to school personnel for education remediation, special class eligibility determination, and behavioral intervention.
3. Assist students directly toward adjustment to school.
4. Conduct individual, group or facilitative therapy for student whose diagnosed problem would benefit from behavior modification.
5. Participate in case conference when referred students are involved, or as requested.
6. Participate in RTI and other district wide interventions.
7. Attend multi-disciplinary staff conferences.
8. Provide follow-up of student progress and home/school adjustment.
9. Provide consultation services to parents, teachers, school personnel and community agencies.
10. Participate in in-service training for staff members.
11. Extend learning opportunities, such as, guest speakers, field trips, etc.
12. Supervise training of school psychologist interns in the school district.
13. Keep informed of new developments in the field.
14. Participate with the administrative team regarding general Principal, Department Head, and district meetings.
15. Perform all duties necessary to the position and such other duties as may be fixed by the Director of Special Education.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: School Counselor

Department:

Location:

Reports to: Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

The School Counselor's primary role is working with students. In addition, the counselor serves as a consultant, resource person, guidance specialist, researcher and educator. These roles support the function of counseling of students and allow the counselor to serve as the students' advocate.

QUALIFICATIONS

1. Illinois License, Type 73, School Service Personnel License in guidance and counseling is required; additional training desirable, but not required.
2. Position requires recent relevant experience in the appointed subject area.
3. Proficiency in counseling and in other functions that may be needed as supplements to examinations.
4. Ability to guard, maintain, and preserve confidential information.
5. Strong organizational skills, detail-oriented with the ability to prioritize multiple tasks.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner.
7. Must have excellent oral and written communication skills to work with students, teachers, education support personnel, building administrators and the general public.
8. Ability to enforce school regulations and policies in a professional manner.
9. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
10. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
11. Ability to understand and follow basic oral and written instructions.

DUTIES

1. Provide developmental guidance both directly and indirectly to all students on a regular basis.
2. Provide counseling to students individually and in small groups.
3. Assist in the identification, diagnosis, and remediation of individual students with specialized needs, and attends conferences when properly notified by the special needs teacher and when necessary
4. Assist with maintaining accurate, complete, and correct cumulative records as required by law, district policy, and administrative regulation.
5. Assist administration in implementing all policies and rules governing student life and conduct; and maintains order in area(s) supervised in a fair and just manner.
6. Provide teachers with appropriate student personnel information including interpretation of standardized test scores, when it is necessary in dealing with students with a unique background or problem.
7. Help students learn how to approach life situations involving coping skills/problem solving.
8. Assist in the organization, administration, and interpretation of district evaluation and screening programs and individual results
9. Consult with parents, staff, administration, and community agencies regarding all facets of student development and various district programs and procedures.

10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Provide orientation services for students, parents, and staff.
12. Monitor and assist in the delivery of a comprehensive program of educational and career planning geared to the student's need.
13. Promote the guidance department and District through contact with the public and use of the media.
14. Demonstrate effective planning and organization in execution of job functions.
15. Keep current with changes in counseling strategies and attempt to incorporate positive change in the delivery of counseling services.
16. Advise students and families related to academics, career planning and graduation.
17. Keep abreast of all high school graduation requirements, including special requirements such as community service, and communicate the information to the principal.
18. Assist students and parents with the course selection according to state credit and graduation requirements and student needs and interests.
19. Work with administration to obtain school records from the student's previous school (where applicable) and forwarding student records when appropriate.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Science Teacher 6-8

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Oversee group work and laboratory experiments.
31. Maintain laboratory equipment and supplies to ensure safety in storage/handling of chemicals or hazardous materials.
32. Integrate technology in the classroom to reinforce material learned.

33. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
34. Use reflections of teaching to make adjustments.
35. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
36. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
37. Work with colleagues to share strategies and plan for the success of each student.
38. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
39. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
40. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
41. Demonstrate professionalism towards both students and colleagues.
42. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
43. Supervise hallways before, between and after class periods.
44. Attend and participate in workshops, faculty meetings, and professional development.
45. Maintain information or folder for substitute teachers.
46. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
47. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Science Teacher 9-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Oversee group work and laboratory experiments.
31. Maintain laboratory equipment and supplies to ensure safety in storage/handling of chemicals or hazardous materials.
32. Integrate technology in the classroom to reinforce material learned.

33. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
34. Use reflections of teaching to make adjustments.
35. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
36. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
37. Work with colleagues to share strategies and plan for the success of each student.
38. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
39. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
40. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
41. Demonstrate professionalism towards both students and colleagues.
42. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
43. Supervise hallways before, between and after class periods.
44. Attend and participate in workshops, faculty meetings, and professional development.
45. Maintain information or folder for substitute teachers.
46. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
47. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Social Studies Teacher 6-8

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Integrate technology in the classroom to reinforce material learned.
31. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
32. Use reflections of teaching to make adjustments.

33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
35. Work with colleagues to share strategies and plan for the success of each student.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Supervise hallways before, between and after class periods.
42. Supervise during the weekly rotation of bus duty, breakfast duty, and detention.
43. Attend and participate in workshops, faculty meetings, and professional development.
44. Maintain information or folder for substitute teachers.
45. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
46. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Social Studies Teacher 9-12

Department:

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Collaborate with the Special Education Department to adjust student instruction or materials when necessary.
5. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
6. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
7. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

8. Translate the state, district, and school expectations for student learning into a coherent plan.
9. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
12. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
13. Teach students how to engage in respectful interactions with each other by being a model of respect.
14. Establish a culture for learning by conveying the education value of what the students are learning.
15. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
16. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
17. Model the proper use of school equipment.
18. Display clear standards of behavior and occasionally refer to them during lessons.
19. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
20. Keep a classroom environment that is orderly and productive.
21. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
22. Meet and instruct assigned classes in the locations and at the times designated.
23. Provide clear directions for classroom activities so that students know what they are to do.
24. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
25. Provide important and challenging content to engage students in learning.
26. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
27. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
28. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
29. Seek alternative approaches to help students when they encounter difficulty in learning.
30. Integrate technology in the classroom to reinforce material learned.
31. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
32. Use reflections of teaching to make adjustments.

33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
35. Work with colleagues to share strategies and plan for the success of each student.
36. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
37. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
38. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
39. Demonstrate professionalism towards both students and colleagues.
40. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
41. Supervise hallways before, between and after class periods.
42. Attend and participate in workshops, faculty meetings, and professional development.
43. Maintain information or folder for substitute teachers.
44. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
45. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Social Worker
Department: Special Education
Reports to: Special Programs Coordinator
FLSA Class: Exempt
Revised Date:

SUMMARY

To provide a systems approach for resolution of a student's school problems by working with families, school, community agencies, and students. The social worker offers the medium to a school to combine all resources to resolve a student's personal, school, or family problems in order that the student may function appropriately in school.

QUALIFICATIONS

1. Hold an Educator License with an endorsement in School Social Worker from the State of Illinois or the equivalent license, additional training desirable, but not required.
2. Proficiency in counseling and in other functions that may be needed as supplements to examinations.
3. Position requires recent relevant experience in the appointed subject area.
4. Ability to guard, maintain, and preserve confidential information.
5. Strong organizational skills, detail-oriented with the ability to prioritize multiple tasks.
6. Ability to lift and carry up to 20 lbs.
7. Ability to push/pull up to 10 lbs.
8. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
9. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
10. Ability to understand and follow basic oral and written instructions.
11. Ability to communicate to students, parents and staff in an acceptable/courteous manner.
12. Knowledge of special education law, of the IEP process, and the development of IEP's.

DUTIES

1. Prepare a social or developmental history on students as required.
2. Provide appropriate developmental, social and behavioral assessments as derived from one or more of the following: histories, parent and child interviews, observation, teacher interviews, and self-concept tests as required.
3. Provide direct and consultative services to parents (individually or as part of a group) concerning poor school attendance, lack of motivation in school, lack of consistency in goals between school and home, lack of adequate parenting skills, which affect school performance, and other problems at home which prevent a student from functioning adequately at school.
4. Provide services (individually or as part of a group) to students, when determined necessary by teacher referral and/or subsequent assessment of the social worker, or when a staffing team so designates, or when requested to intervene by building principal based on school problems.
5. Provide family counseling when appropriate.
6. When providing services to students, parents or families, write specific goals and objectives for the intervention, keep appropriate notes and write a treatment summary upon termination of clients.
7. Mobilize and consult with school and community resources to enable the child to receive appropriate benefits from his or her education.

8. Participate in staffing and various other school meetings when appropriate.
9. Participate in RTI and other district wide interventions.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Provide consultation services to general personnel and special education personnel in a systematic way, so as to efficiently and routinely provide feedback concerning students
12. Participate in the school district's screening programs to obtain background information on the student.
13. Perform additional duties as assigned by Special Programs Coordinator.
14. Complete special education evaluations.
15. Provide consultative services to staff and others involved with the students' education.
16. Assist in interventions and the development of behavior plans.
17. Collaborate and facilitate communication and resources between all systems and individuals in the student's life for the purpose of achieving school success.
18. Provide direct services to a student based upon educational need.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Special Education Teacher K-age 21

Location:

Reports to: Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students with special needs and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching Special Education students in a classroom setting.

QUALIFICATIONS

1. Hold a K-12 Special Education License from the State of Illinois or the equivalent license, which will qualify the teacher for an Illinois teaching license.
2. Hold a Learning Behavior Specialist I (LBSI) endorsement.
3. Hold a teaching license in one of the following areas: serious emotional disturbance, autism, mental retardation, orthopedic impairment, traumatic brain injury, and other health impairment.
4. Position requires recent relevant experience in the appointed subject area.
5. It is desirable that the teacher specializes in the teaching of reading and be qualified as a reading specialist by the State of Illinois.
6. Must have excellent Oral and Written communication skills to work with teachers, education support personnel, building administrators and the general public.
7. Must be detailed oriented.
8. Can work with other staff member effectively as a team.
9. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
10. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
11. Ability to understand and follow basic oral and written instructions.
12. Ability to communicate to students, parents and staff in an acceptable/courteous manner

DUTIES

1. Assist the students with classroom activities.
2. Work closely with faculty and staff to identify eligible children for Special Education services.
3. Work with faculty and staff in order to establish priority for services when too many educationally deprived children exist for Special Education to serve adequately.
4. Work with parents disseminating information concerning individual student progress and the Special Education program in general.
5. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
6. Guide the learning process toward the achievement of curriculum goals in harmony with common core standards and IEP goals.
7. Establish clear objectives for all lesson, units, projects, and the like to communicate these objectives to students.

8. Employ instructional methods and materials that are most appropriate for meeting stated objectives.
9. Incorporate technology in the classroom to reinforce skills learned.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Assess the accomplishments of students on a regular basis and complete quarterly progress reports.
12. Prepare materials for Individual Education Plans and develop IEP tracking sheets.
13. Diagnose the special characteristics of students on a regular basis, seeking the assistance of District and cooperative specialists are required.
14. Counsel with colleagues, students, and/or parents on a regular basis, at least quarterly.
15. Assist the administration in implementing all policies and/or rules governing, student life and conduct, and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
16. Assist the students transferring between classes and throughout the building.
17. Control student's classroom behavior.
18. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
19. Organize schedules for standardized testing to ensure proper accommodations can be provided for each student.
20. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations as needed.
21. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.
22. Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.
23. Supervise students in classrooms, halls, cafeterias, schoolyards, and gymnasiums, or on field trips.
24. Ensure the safety of students by reviewing safety procedures and also promote a positive and safe learning environment.
25. Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students.
26. Distribute tests and homework assignments, and collect them when they are completed.
27. Enforce administration policies and rules governing students.
28. Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices.
29. Assess and record each student's progress with AIMS web tool in areas of Reading and Math.
30. Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
31. Complete evaluation/reevaluation packets for psychological testing.
32. Work with students with multiple physical, mental, and developmental disabilities.
33. Attend faculty meetings, institutes, workshops, and keeps track of professional development requirements.
34. Prepare substitute teacher folders and assign paraprofessional duties as needed.
35. Propose class offering based on IEP needs and aids in student scheduling.
36. Maintain a high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.
37. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Speech & Language Pathologist

Reports to: Building Principal

FLSA Class: Exempt

Effective Date:

SUMMARY

Specialists will have knowledge in four interrelated areas: 1) effective speech & language therapy techniques, 2) effective therapy practices and assessments, 3) skills in coordinating and managing speech services, and 4) collaborating with adults, including knowledge of coaching and mentoring techniques.

QUALIFICATIONS

1. Illinois License, type 73, School Service Personnel license with an endorsement in Speech/Language Pathology; Speech & Language Impaired as required by the State.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with technology, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office), and other applications.
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner.
7. Must be able to work as a team, including sharing ideas.

DUTIES

1. Knowledge of speech and language typical development from birth to adult in multiple areas of articulation, phonology, receptive language, expressive language, fluency, pragmatic language and voice.
2. Knowledge of disordered speech and language skills in multiple areas of articulation, phonology, receptive language, expressive language, fluency, pragmatic language and voice.
3. Design and implement augmentative/alternative forms of communication (e.g. pictures, signs, voice output devices, etc.) as needed per individual student needs.
4. Prepares daily lesson plans and plans course outlines.
5. Schedule IEP meetings and complete all documentation in a timely manner.
6. Develop and provide procedural guidelines through a speech/language manual.
7. Consult on assignment and workload/caseload responsibilities.
8. Follow federal, state, and district mandated procedural guidelines (e.g. includes adhering to ASHA code of ethics in practice).
9. Create an environment of trust and respect between building staff and the person in the position.

10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Establish a culture for ongoing improvement.
12. Collaborate and consult with individual SLPs, district staff, and outside agencies on specific students, disorders, etc. as needed.
13. Collaborate and consult with individual SLPs, district staff, and outside agencies to establish goals for the speech & language program appropriate to each school setting and the learners served.
14. Provides detailed plans and prepares materials for curriculum taught.
15. Collect and analyze district data to assess and inform therapy/teaching and learning.
16. Show professionalism, including integrity, and confidentiality.
17. Dress in a professional manner.
18. Supervise students during recess, in hallways, at lunch, before and after school.
19. Serve on school and district committees.
20. Knowledge of child growth and development.
21. Knowledge and use of technology for instruction, planning, recordkeeping, and communications.
22. Participates in teacher's meetings and in-services as well as completing the required continuing education trainings.
23. Perform other duties as assigned by the Building Administrator, Superintendent and/or Board of Education.
24. Provide training/resources/information related to speech/language development and best practice with regards to treatment of communication disorders.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Technology Teacher Gr. 2-5

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner.

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
7. Translate the state, district, and school expectations for student learning into a coherent plan.

8. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
9. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
12. Teach students how to engage in respectful interactions with each other by being a model of respect.
13. Establish a culture for learning by conveying the education value of what the students are learning.
14. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
15. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
16. Display clear standards of behavior and occasionally refer to them during lessons.
17. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
18. Keep a classroom environment that is orderly and productive.
19. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
20. Meet and instruct assigned classes in the locations and at the times designated.
21. Provide clear directions for classroom activities so that students know what they are to do.
22. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
23. Provide important and challenging content to engage students in learning.
24. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
25. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
26. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
27. Seek alternative approaches to help students when they encounter difficulty in learning.
28. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
29. Use reflections of teaching to make adjustments.
30. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
31. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
32. Work with colleagues to share strategies and plan for the success of each student.

33. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
34. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
35. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
36. Demonstrate professionalism towards both students and colleagues.
37. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
38. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
39. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Technology Teacher 9-12

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State of Illinois.
2. Position requires recent relevant experience in the appointed subject area.
3. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
4. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
5. Ability to understand and follow basic oral and written instructions.
6. Ability to communicate to students, parents and staff in an acceptable/courteous manner.
7. Experience working with a technology plan.

DUTIES

1. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
2. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
3. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
4. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
5. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
6. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

7. Translate the state, district, and school expectations for student learning into a coherent plan.
8. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
9. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
12. Teach students how to engage in respectful interactions with each other by being a model of respect.
13. Establish a culture for learning by conveying the education value of what the students are learning.
14. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
15. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
16. Display clear standards of behavior and occasionally refer to them during lessons.
17. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
18. Keep a classroom environment that is orderly and productive.
19. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
20. Meet and instruct assigned classes in the locations and at the times designated.
21. Provide clear directions for classroom activities so that students know what they are to do.
22. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
23. Provide important and challenging content to engage students in learning.
24. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
25. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
26. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
27. Seek alternative approaches to help students when they encounter difficulty in learning.
28. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
29. Use reflections of teaching to make adjustments.
30. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.

31. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
32. Work with colleagues to share strategies and plan for the success of each student.
33. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
34. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
35. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
36. Demonstrate professionalism towards both students and colleagues.
37. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
38. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
39. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Technology Integration Specialist

Department: Certified Staff

Location: District-Wide

Reports to: Building Principals

FLSA Class: Exempt

Approved Date: 4.4.22

SUMMARY

This position will facilitate the implementation and integration of technology in Pre-K-12 classrooms. The position provides ongoing professional development for teachers, staff, and administration on infusing ISTE and CS technology standards into the District's curriculum areas, models effective instructional strategies using technology, and leads discussions/trainings with teachers on the latest research on technology integration. The position will assist teachers in using technology for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students. This support includes curriculum planning, modeling, co-teaching, and training across all content areas to enhance student learning and achievement.

QUALIFICATIONS

1. Valid Illinois teaching license
2. Understands key learning theories and methods of research-based instruction as related to integrating technology into curriculum
3. Familiarity with the International Society of Technology in Education (ISTE) standards and Illinois Computer Science standards
4. Experience in planning, developing, and providing effective and differentiated training for groups and individuals (adults and students)
5. Willing to seek professional development opportunities, enjoys researching emerging technologies in education, and can keep pace with changing technology
6. Solid understanding of computers and basic troubleshooting, hardware and software, servers, virtualization, applications, Microsoft Windows, DSRAZOR, and Active Directory, Google Workspace for Education, and SMART Technologies
7. Skilled in the operation of student information systems (such as Infinite Campus) and learning management systems
8. Must be a self-starter, able to work independently, and exhibit excellent communication and organizational skills
9. Evidence of good judgment, tactfulness, trustworthiness, and emotional maturity
10. Ability to understand and follow oral and written instructions
11. Must have excellent oral and written communication skills to work with teachers, education support personnel, building administrators, and the general public
12. Willing to enforce school regulations and policies in a professional manner
13. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
14. Flexibility to work between all facilities of the school district and with teachers Pre-K-12

15. Must have valid driver's license; bend and stand for extended periods of time; and lift 50 pounds.

DUTIES

Essential Duties

1. Be visible, available, and approachable to students and staff in all district buildings
2. Cultivate a professional, supportive, and trusting culture with colleagues to encourage sharing, planning and working together toward improved instructional skills and student success
3. Identify technology integration competencies among instructional staff to design and implement appropriate and differentiated support, including training, modeling, coaching, co-teaching, researching digital tools, and disseminating lessons/resources (emails, written & video tutorials, interactive programs, etc.)
4. Build the capacity of staff to put the ISTE and CS standards into practice and provide meaningful feedback
5. Help teachers facilitate extended learning opportunities and culminating activities, such as video conferencing experts, virtual field trips, real-world applications, simulations, virtual and augmented reality, STEAM lab projects, etc.
6. Assist in assessing and tracking technology skill levels of students, specifically regarding ISTE and CS standards, and communicate this information to District leaders
7. Introduce teachers to new technology integration methods, materials, and instructional strategies that have proven to increase student achievement
8. Seek out opportunities to support and empower staff to integrate technology, improve practice, share resources and ideas, and solve problems.
9. Develop and deliver lessons that incorporate technology into other subjects and incorporate skills that are part of the technology curriculum
10. Facilitate local, state, and federal testing
11. Collaborate with instructional staff in regards to effective use of technology tools and resources to systematically collect and analyze pertinent data, interpret results, and communicate findings to improve instructional practices and maximize student learning

Technical Support

1. Troubleshoot and provide prompt and courteous service to students and staff for basic problems common to digital learning environments, including issues related to user error, student information systems (Infinite Campus), learning management systems (Google & Seesaw), software, hardware, apps, digital textbooks, connectivity, etc.
2. Coordinate and collaborate with IT staff for service requests and tickets, laptop distribution & collection, online assessments, the deployment of software, outages, and other support issues.
3. Ensure the smooth and successful deployment of new technologies
4. Maintain inventory and assist with fees for technology equipment and supplies, especially related to student devices and loaners
5. Assist with the tracking of software licenses and the management of data integrations and SAML SSO

6. Manage profile information and logins, issue devices, and prepare technology orientation for new students

District Support

1. Support and contribute to the planning, development, implementation and evaluation of the District's technology vision and curriculum, especially in relation to the ISTE and CS standards
2. Work collaboratively with and assist Building Administrators, Technology Director, Curriculum Director, and other District Administrators with issues such as rostering, facilitating district/state/federal assessments, managing learning management systems, troubleshooting student information systems, etc.
3. Collaborate with District Library Media Specialist to create a seamless delivery of information literacy, instructional technology standards, and to manage effective use of technology equipment
4. Based on guidance of District leaders, openly seek opportunities to meet school and district expectations and to improve technology integration across the district
5. Assess and provide input for technology resource purchases based on teacher and student needs, advocating for equitable access to educational technology
6. Perform all other duties reasonably related to position as may be assigned by Building Administrators, Technology Director, or Superintendent

Privacy & Policy Support

1. Abide by and uphold the District's Technology Acceptable Use Policy and 1-to-1 Handbook
2. Adhere to district technology policies and procedures, especially in relation to compliance and enforcement of SOPPA, COPPA, CIPA, and FERPA
3. Model and mentor students and staff on digital citizenship by facilitating safe, healthy, legal and ethical use of digital information and technologies
4. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff

Professional Development

1. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to implement the ISTE and Computer Science Standards
2. Stay abreast of and share emerging operational support technologies, industry trends, and educational best practices
3. Regularly evaluate and reflect on professional practice and dispositions to improve and strengthen ability to effectively model and facilitate technology-enhanced learning experiences

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Technology Integration Specialist Gr. 6-12

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and demonstrating how to incorporate technology in a classroom setting. In addition, this position oversees the District library media systems by providing each student with an enriched library environment containing a wide variety and range of materials that will invite intellectual probing, growth, and to aid all students in acquiring the skills needed to take advantage of the library and media center resources.

QUALIFICATIONS

1. Valid Illinois teaching license, with appropriate endorsement required by state law.
2. Position requires recent relevant experience in the appointed subject area.
3. Relevant IT certifications recommended
4. Ability to work professionally in a fast-paced, dynamic, and collaborative school environment
5. Must be able to work independently, enjoy researching new technologies for classrooms and effectively present ideas to teachers.
6. Ability to improve and develop skills to keep pace with changing technology
7. Skilled in the use, maintenance, and deployment of software
8. In-depth knowledge of desktop and server operating systems
9. Good interpersonal relations, communication and organizational skills
10. Evidence of good judgment, trustworthiness, flexibility, and emotional maturity
11. Experience in planning, developing and providing training for groups and individuals
12. Must have valid driver's license; bend and stand for extended periods of time; and lift 50 pounds.
13. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office) and Google Apps.
14. Ability to understand and follow basic oral and written instructions.
15. Knowledge of servers, active directory, virtualization, and VOIP.
16. Must have excellent oral and written communication skills to work with teachers, education support personnel, building administrators and the general public.
17. Enforce school regulations and policies in a professional manner.

18. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).

DUTIES

1. Provide a variety of media materials and services appropriate to the instructional needs of staff and students.
2. Preview, select, and direct the ordering and processing of new acquisitions to the library collection, according to District Policy, including, but not limited to periodicals, reading counts, materials and equipment for faculty.
3. Assist in the setup, cabling, and hook-up functions as needed for any computer system in the district.
4. Prepare and submit necessary reports, records and statistics for library/media center
5. Help set up computers and install programs as new computers are acquired.
6. Assist with tracking of hardware inventory and software licenses for compliance.
7. Provide prompt courteous service to teachers and staff for any computer problem they may have.
8. Keep abreast of emerging operational support technologies and industry trends.
9. Train teachers on useful ways to incorporate technology in their classrooms.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Disseminate technology-related information throughout the district via news bulletins, electronic mail, presentations at district and building level staff meetings, etc.
12. Assist with writing and reviewing the district's technology plan.
13. Maintain an inventory of technology resources.
14. Abide by and uphold the District's Technology Acceptable Use Policy
15. Help to monitor and provide timely response to help desk issues
16. Assist teachers install, troubleshoot, repair, and upgrade hardware, including computers, mobile devices, projectors, printers, and other devices and peripherals
17. Install and remove individual software applications manually or with the use of enterprise software deployment applications
18. Help research and obtain competitive quotes for hardware and software items
19. Maintain inventory of equipment and supplies
20. Leads in-house technology training for groups and individuals
21. Continually update skills and knowledge by participating in technology professional development opportunities as a participant and a presenter.
22. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
23. Develop lessons that incorporate technology into other subjects and incorporates skills that are part of the technology curriculum.
24. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of technology.
25. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
26. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.

27. Translate the state, district, and school expectations for student learning into a coherent plan.
28. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
29. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
30. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
31. Manage instructional groups, transitions, materials, supplies, and non-instructional duties proficiently.
32. Display clear standards of behavior and occasionally refer to them during lessons.
33. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
34. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
35. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
36. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
37. Demonstrate professionalism towards both students and colleagues.
38. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
39. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
40. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.
41. Review and assist writing grants and applying for grants
42. Provide instruction specific to searching for information in various formats and guide students and teachers to formats most appropriate for the learning tasks.
43. Stimulate critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity with differentiated strategies.
44. Work cooperatively with other faculty members to share resources and assistance as needed.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Technology Integration Specialist Gr. 2 - 5

Department: Certified Staff

Location:

Reports to: Building Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides instruction to students and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and demonstrating how to incorporate technology in a classroom setting.

QUALIFICATIONS

1. Teaching license for the particular position as required by the State.
2. Position requires recent relevant experience in the appointed subject area.
3. Experience working with a technology plan.
4. Experience in training faculty and students for technology integration in the classroom.
5. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
6. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
7. Ability to understand and follow basic oral and written instructions.
8. Ability to communicate to students, parents and staff in an acceptable/courteous manner.

DUTIES

1. Assist in the setup, cabling, and hook-up functions as needed for any computer system in the district.
2. Help set up computers and install programs as new computers are acquired.
3. Assist with tracking of hardware inventory and software licenses for compliance.
4. Provide prompt courteous service to teachers and staff for any computer problem they may have.
5. Keep abreast of emerging operational support technologies and industry trends.
6. Train teachers on useful ways to incorporate technology in their classrooms.
7. Disseminate technology-related information throughout the district via news bulletins, electronic mail, presentations at district and building level staff meetings, etc.
8. Assist with writing and reviewing the district's technology plan.
9. Maintain an inventory of technology resources.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.

11. Possess knowledge of the subjects taught and understands which concepts and skills are central to discipline.
12. Develop lessons that incorporate other subjects and incorporates skills that are part of other subjects.
13. Demonstrate knowledge of not only the subject content, but also knowledge of the students who are learning the appropriate content. This would include knowledge of child development, learning processes, student's skills, knowledge, and language proficiency, and student's interests and special needs.
14. Responsible for directing instructional outcomes that reflect important learning so that all students are able to demonstrate their understanding of the content. Learning outcomes should provide clarity, balance, and be suitable for diverse students.
15. Recognize the importance in the selection of resources and choose resources that align directly with the learning outcomes and will be of most use to the students.
16. Utilize resources not found at the school to bring lessons to life and assist students both academically and non-academically.
17. Translate the state, district, and school expectations for student learning into a coherent plan.
18. Plan instruction that takes into account the specific learning needs for each student and solicits ideas from students on how to best structure learning.
19. Ensure that students have learned the intended outcomes and assessments are designed in which they provide evidence of assessing reasoning skills, factual knowledge, and different methods of learning.
20. Manage relationships with students and ensure that the relationships amongst the students are positive and supportive.
21. Teach students how to engage in respectful interactions with each other by being a model of respect.
22. Establish a culture for learning by conveying the education value of what the students are learning.
23. Monitor and establish routines and procedures for the smooth operation of the classroom and efficient use of time.
24. Manage instructional groups, transitions, materials, supplies, and non-instructions duties proficiently.
25. Display clear standards of behavior and occasionally refer to them during lessons.
26. Respond to misbehavior that shows respect to the student and understand why students may conduct themselves inappropriately.
27. Keep a classroom environment that is orderly and productive.
28. Organize classroom so that areas are safe and all students are able to see and hear what is going on.
29. Meet and instruct assigned classes in the locations and at the times designated.
30. Provide clear directions for classroom activities so that students know what they are to do.
31. Promote thinking by using questions that invite students to formulate hypotheses, make connections, or challenge previously held views.
32. Provide important and challenging content to engage students in learning.

33. Assess instruction by monitoring student understanding and encourage students to monitor their own learning.
34. Provide feedback to students that is timely, constructive, and provides guidance to improve their performance.
35. Make adjustments in lessons to respond to changing conditions that demonstrates flexibility and responsiveness.
36. Seek alternative approaches to help students when they encounter difficulty in learning.
37. Reflect on teaching through conversations, journal writing, examining student work, information observations, conversations with students, or thinking about own teaching practices.
38. Use reflections of teaching to make adjustments.
39. Keep accurate instructional and non-instructional records as required by law, district policy, and administrative regulations.
40. Communicate with families by providing opportunities to understand the instructional program and their child's progress.
41. Work with colleagues to share strategies and plan for the success of each student.
42. Seek ways to self-improve and contribute to the life of the school by participating in duties that involve the entire school and/or district.
43. Maintain a professional relationship with fellow staff that encourages sharing, planning and working together toward improved instructional skill and student success.
44. Stay informed of the changes in education and take any opportunities to grow and develop professionally.
45. Demonstrate professionalism towards both students and colleagues.
46. Adhere to school and district policies and procedures and remain willing to work to improve these guidelines.
47. Maintain the same high level of ethical behavior and confidentiality of information about students and personnel as is expected of all staff.
48. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Title Teacher 4-5

Location:

Reports to: Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides extra instruction to students in the area of reading and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children reading in a classroom setting.

QUALIFICATIONS

1. Hold an elementary school license K-9 from the State of Illinois or the equivalent license, which will qualify the teacher for an Illinois teaching license.
2. It is desirable that the teacher specializes in the teaching of reading and be qualified as a reading specialist by the State of Illinois.
3. Position requires recent relevant experience in the appointed subject area.
4. Must have excellent Oral and Written communication skills to work with teachers, education support personnel, building administrators and the general public.
5. Enforce school regulations and policies in a professional manner.
6. Ability to maintain good working relationships with fellow employees and pupils.
7. Must be detailed oriented.
8. Must have the ability to kneel, crawl, crouch, sit on the floor, sit in a chair, stand, sitting trunk rotation, standing trunk rotation, sit forward bent, stand forward bent, reach overhead, bilateral hand coordination, walk, and take stairs.
9. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
10. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
11. Ability to understand and follow basic oral and written instructions.
12. Ability to communicate to students, parents and staff in an acceptable/courteous manner.

DUTIES

1. Assist the students with classroom activities.
2. Work closely with faculty and staff to identify eligible children for Title I services.
3. Work with faculty and staff in order to establish priority for services when too many educationally deprived children exist for Title I to serve adequately.
4. Work with parents disseminating information concerning individual student progress and the Title I program in general.
5. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
6. Guide the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lesson, units, projects, and the like to communicate these objectives to students.

7. Employ instructional methods and materials that are most appropriate for meeting stated objectives.
8. Assess the accomplishments of students on a regular basis and provides progress reports as required.
9. Assist in diagnosing the learning disabilities of students on a regular basis, seeking the assistance of District specialists as required.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Counsel with colleagues, students, and/or parents on a regular basis.
12. Assist the administration in implementing all policies and/or rules governing, student life and conduct, and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
13. Control student's classroom behavior.
14. Attend Title 1 staff meetings.
15. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
16. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations as needed.
17. Present subject matter to students using lectures, discussions, or supervised role-playing methods.
18. Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.
19. Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students.
20. Distribute tests and homework assignments, and collect them when they are completed.
21. Enforce administration policies and rules governing students.
22. Grade homework and tests, and computes and records results, using answer sheets or electronic marking devices.
23. Complete required reports in a timely manner
24. Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
25. Maintain a high level of ethical behavior and confidentiality of information about students.
26. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.

EFFINGHAM COMMUNITY UNIT SCHOOL DISTRICT #40
JOB DESCRIPTION

Position Title: Title Teacher K-3

Location:

Reports to: Principal

FLSA Class: Exempt

Revised Date:

SUMMARY

This position provides extra instruction to students in the area of reading and performs a wide variety of tasks with curriculum planning, supervision, presenting and reinforcing learning concepts, and teaching children reading in a classroom setting.

QUALIFICATIONS

1. Hold an elementary school license K-9 from the State of Illinois or the equivalent license, which will qualify the teacher for an Illinois teaching license.
2. It is desirable that the teacher specializes in the teaching of reading and be qualified as a reading specialist by the State of Illinois.
3. Position requires recent relevant experience in the appointed subject area.
4. Must have excellent Oral and Written communication skills to work with teachers, education support personnel, building administrators and the general public.
5. Enforce school regulations and policies in a professional manner.
6. Ability to maintain good working relationships with fellow employees and pupils.
7. Must be detailed oriented.
8. Must have the ability to kneel, crawl, crouch, sit on the floor, sit in a chair, stand, sitting trunk rotation, standing trunk rotation, sit forward bent, stand forward bent, reach overhead, bilateral hand coordination, walk, and take stairs.
9. Familiarity with the use of computers, including but not limited to, electronic mail, the internet, word processing, and electronic spreadsheets (Microsoft Office).
10. Ability to establish and maintain effective and courteous working relationships with those contacted in the course of work (students, parents, and staff).
11. Ability to understand and follow basic oral and written instructions.
12. Ability to communicate to students, parents and staff in an acceptable/courteous manner.

DUTIES

1. Assist the students with classroom activities.
2. Work closely with faculty and staff to identify eligible children for Title I services.
3. Work with faculty and staff in order to establish priority for services when too many educationally deprived children exist for Title I to serve adequately.
4. Work with parents disseminating information concerning individual student progress and the Title I program in general.
5. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.
6. Guide the learning process toward the achievement of curriculum goals and – in harmony with the goals – establishes clear objectives for all lesson, units, projects, and the like to communicate these objectives to students.

7. Employ instructional methods and materials that are most appropriate for meeting stated objectives.
8. Assess the accomplishments of students on a regular basis and provides progress reports as required.
9. Assist in diagnosing the learning disabilities of students on a regular basis, seeking the assistance of District specialists as required.
10. Extend learning opportunities, such as, guest speakers, field trips, etc.
11. Counsel with colleagues, students, and/or parents on a regular basis.
12. Assist the administration in implementing all policies and/or rules governing, student life and conduct, and, for the classroom, develop reasonable rules of classroom behavior and procedure, and maintain order in the classroom in a fair and just manner.
13. Control student's classroom behavior.
14. Attend Title 1 staff meetings.
15. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.
16. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations as needed.
17. Present subject matter to students using lectures, discussions, or supervised role-playing methods.
18. Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.
19. Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students.
20. Distribute tests and homework assignments, and collect them when they are completed.
21. Enforce administration policies and rules governing students.
22. Grade homework and tests, and computes and records results, using answer sheets or electronic marking devices.
23. Complete required reports in a timely manner
24. Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement.
25. Maintain a high level of ethical behavior and confidentiality of information about students.
26. Perform all other duties reasonably related to position as may be assigned by Building Administrator or Superintendent.

SCHEDULING

The schedule is subject to change with district demands in compliance with the applicable collective bargaining agreement.