

JOB DESCRIPTION

- I. TITLE: Teacher and Pupil Personnel Services Provider*
- II. RESPONSIBILITY: To provide instruction and service to enable the student to meet the goals of his/her educational program.
- III. REPORTS TO: Principal, Supervisor, Coordinator, or Other Administrator
- IV. CRITERIA FOR EVALUATION:
 - A. Content Knowledge – Demonstrates a thorough knowledge of the subject matter and curriculum.
 - 1. Shows mastery of subject matter and remains abreast of current developments, computer and related technologies, new trends and contemporary interpretations of subject matter and methodology in assigned areas.
 - 2. Displays solid content knowledge and makes connections between content and other related disciplines.
 - 3. Reflects in plans and practices an understanding of prerequisite relationships among topics and concepts.
 - B. Preparation – Demonstrates appropriate preparation employing the necessary pedagogical practices to support instruction.
 - 1. Creates an emotional climate in which learning can take place.
 - 2. Sets goals that are valuable in their level of expectations, conceptual understanding, and importance of learning.
 - 3. Sets goals that are clear, written in the form of student learning, and permit viable methods of assessment.
 - 4. Sets goals that take into account the varying learning needs of individual students or groups and that provide opportunities for integration.
 - 5. Demonstrates an awareness of school and district resources and seeks materials to enhance instruction from professional organizations or through the community.

6. Uses materials and resources that support the instructional goals and engage students in meaningful learning.
 7. Varies instructional groups as appropriate to the different instructional goals.
 8. Develops lesson and/or unit structure that is clear and allows for different pathways according to student needs.
 9. Collaborates in the development of new programs and program improvements.
 10. Plans and supervises purposeful assignments for substitutes, clinical assistants, teaching assistants, teacher aides, student teachers, and volunteers and assists with their evaluation when requested.
- C. Instructional Delivery – Demonstrates that the delivery of instruction results in active student involvement, appropriate staff/student interaction, and meaningful plans resulting in student learning.
1. Implements teaching-learning procedures that include establishing the competencies that students need to learn, teaching those competencies, and evaluating the results.
 2. Provides students with clear instructional objectives.
 3. Selects appropriate activities and assignments that engage students.
 4. Uses instructional techniques, materials, and resources that are suitable to the instructional goals.
 5. Has a clearly defined lesson structure around which activities are organized and paces the lesson consistently.
 6. Provides feedback that is consistently of high quality and is presented in a timely manner.
 7. Uses content that links well with students' knowledge and experience.
 8. Uses appropriate vocabulary and correct spoken and written language.

9. Encourages students to effectively participate in discussions and activities.
 10. Asks questions that are of high quality and allows adequate time for students to respond.
 11. Accommodates students' questions or interests.
 12. Makes appropriate adjustments to a lesson as needed.
 13. Uses a repertoire of strategies to support students who have difficulty learning.
- D. Classroom Management – Demonstrates classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.
1. Creates an emotional climate where staff-student interactions are friendly, warm, caring, and respectful and student-student interactions are polite and respectful.
 2. Organizes and manages group work so that students are engaged at all times.
 3. Transitions smoothly between parts of the lesson and implements routines for handling materials and supplies with little loss of instructional time.
 4. Performs non-instructional duties efficiently.
 5. Maintains, secures, and inventories all instructional equipment and materials in assigned areas.
 6. Develops and communicates rules for classroom behavior and procedures.
 7. Maintains order in a fair and just manner.
 8. Responds to student behavior appropriately and respects the student's dignity.
 9. Ensures that the classroom is safe and provides appropriate safety instruction.
 10. Uses physical resources skillfully and makes learning equally accessible to all students.

- E. Student Development – Demonstrates knowledge of student development, understands and appreciates diversity, and regularly applies developmentally appropriate instructional strategies for the benefit of all students.
1. Displays a thorough understanding of typical developmental characteristics of students as well as exceptions to the norm.
 2. Uses the assistance of specialists as a resource and support to understand students' development levels and needs.
 3. Uses knowledge of students' varied approaches to learning in instructional planning.
 4. Displays knowledge of students' skills, interests, and cultural heritages, including students with special needs.
 5. Fosters staff-student interactions that demonstrate warmth, caring, and respect and which are appropriate to developmental and cultural norms.
 6. Promotes student interactions that are polite and respectful.
 7. Assists students in developing a sense of responsibility, self-discipline, cooperation, and respect for others.
 8. Conveys genuine enthusiasm for the subject and encourages students to participate in discussions and activities and to take pride in their work.
 9. Conveys high expectations for student achievement through instructional goals and activities, interactions, and the classroom environment.
- F. Student Assessment – Implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.
1. Records and maintains accurate information on student progress and learning.
 2. Uses assessments that are congruent with the instructional goals.

3. Communicates assessment criteria and standards clearly.
 4. Informs students as to how they are meeting the established standards and helps them to evaluate their own progress.
 5. Uses assessment results to plan appropriate follow-up instruction.
- G. Collaboration – Develops effective collaborative relationships with students, parents/guardians, and appropriate support personnel to meet the learning needs of students.
1. Provides frequent information to parents/guardians about the instructional program.
 2. Provides information to parents/guardians on student progress and areas of concern.
 3. Responds professionally and sensitively to concerns of parents/guardians.
 4. Encourages the involvement and support of parents/guardians in the instructional program.
 5. Supports, cooperates, and shares expertise with colleagues.
 6. Participates in and contributes to school and BOCES-wide events.
- H. Reflective and Responsive Practice – Demonstrates that professional practice is reviewed and effectively assessed and that appropriate adjustments are made on a continuing basis.
1. Assesses the effectiveness of an instructional activity and the extent to which it achieved its goal(s).
 2. Makes specific suggestions as to how the instructional activity may be improved.
 3. Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.
 4. Participates actively in assisting other educators.

5. Works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.
 6. Participates in team or departmental decision making.
- I. Professional Qualities and Responsibilities – Contributes to the general well being of the BOCES organization by fulfilling all required professional responsibilities both within and outside the classroom.
1. Serves as an appropriate role model to students, colleagues, and community.
 2. Submits reports, written communications, and budgets as required.
 3. Implements policies, regulations, and rules.
 4. Performs non-classroom duties as needed.
 5. Performs other appropriate duties as assigned by the supervisor.

*Pupil Personnel Services Providers include Guidance Counselor, School Social Worker, School Psychologist, Occupational Therapist, Physical Therapist, and Speech Therapist. All of the specific criteria listed within the job description may not apply to all Pupil Personnel Services Provider titles.