

## ABVM FACULTY JOB DESCRIPTION

**Salary:** Archdiocesan Teacher Scale (available at interview); 1<sup>st</sup> year BA = \$32000  
**Part-time** Faculty are paid based on percentage of teaching load

**Grade Level Teachers** must teach Religion and be willing to work toward Religion Certification.

### **School Day Expectations:**

1. Teacher/Staff arrival by 7:20
2. Staff: Clock-in upon arrival (in the main office)
3. Teachers/Staff at classroom door: 7:30AM
4. Faculty/Staff Mailboxes\_ - Check your mailbox **before 7:25 a.m. and again between 3:15-3:30 p.m.**
5. The school year has 200 Days, which are used for instruction, faculty work days, meetings, etc.
6. Supervisions are included in teacher schedule
7. All teachers are on assigned Committees
8. All Faculty are required to attend:
  - 2 PTO meetings per year
  - All PD Days and Faculty meetings
  - Parent Teacher Conferences
  - Sacramental Masses & Mtgs.
  - Weekly Mass and Prayer Services
  - Orientations and Beginning of the Year Mtgs.
  - Open Houses, Book Day, Back to School Nights
  - Mtgs. For Camps - 6th grade
  - Faculty Work days/Record days after the end of year for students.
7. Time Commitment- The teacher's effectiveness in serving the needs of the students is enhanced by observing the faculty time schedule set up and a willingness to go beyond the call of duty.
8. There are 200 days in a school year for teaching and Professional Development.
9. Voice Mail - Faculty members should check their voicemail at least twice a day. Voice mail from parents should be responded to within 24 hours of receiving the message.
10. Monday – Friday Dismissal for students is 3:10PM  
Teacher arrival by 7:20  
Teachers at classroom door: 7:30AM  
Monday – Friday departure no earlier than 3:30PM, unless approved

**Specifics of DUTIES of ABVM faculty** are located in the FACULTY HANDBOOK, which is updated annually.

## **I. FAITH COMMUNITY**

### **A. Articulates and acts in accordance with the Philosophy of Catholic Education, archdiocesan policies related to the religious dimension of the Catholic school, and the school's mission statement.**

1. Participates in studies of Church documents related to Catholic education and in reviews of the school's mission statement.
2. Makes decisions congruent with the Philosophy of Catholic Education, archdiocesan policies related to the religious dimension of the Catholic school, and the school's mission statement.
3. Expresses support for religious education and faith formation programs for students and faculty.
4. Expresses a commitment to Catholic education as a ministry of the Church and a personal apostolate.
5. Integrates Church doctrine, including social teaching, Gospel values, and global perspectives into subject area instruction.

### **B. Acts in accordance with Gospel values.**

1. Demonstrates respect for all forms of life.
2. Makes decisions that reflect charity and justice.
3. Seeks reconciliation when dealing with problem situations.
4. Renders service by sharing time and talent with people in and beyond the school community.
5. Speaks to and acts in a respectful and patient manner toward members of the school community.
6. Demonstrates sensitivity and compassion toward the needs and concerns of members of the school community.
7. Handles situations fairly and consistently.
8. Exercises good stewardship of school resources and promotes a sense of stewardship for school property among students.
9. Expresses sensitivity to ethnic, cultural, physical, intellectual, and gender differences.

### **C. Participates in building faith community.**

1. Articulates Catholic beliefs and practices in accordance with Church teaching.
2. Gives witness to Jesus Christ through one's actions and teaching.
3. Participates actively in planning and celebrating liturgies and communal prayer.
4. Participates actively in religious education and faith formation programs for students and faculty.
5. Involves parents in the educational process in recognition of their role as primary
6. Speaks and acts in a manner that promotes trust, acceptance, and cooperation.

## II. CLASSROOM EFFECTIVENESS

### A. Demonstrates planning and preparation for instruction; Uses curriculum of the school.

1. Develops a year plan, unit plans, and lesson plans that implement the schools written curriculum priorities; implements the curriculum of the school.
2. Reflects the school's philosophy and instructional approach in planning instructional activities, selecting instructional materials, and designing assessments of students' learning.
3. Uses data regarding students' prior knowledge, needs, and interests from school records, diagnostic and standardized tests, and from formal and informal classroom assessments of students' progress in planning instructional activities.
4. Plans curriculum content, instructional activities, and assessment methods that are appropriate for students' developmental levels.
5. Uses current subject area and learning process research and best practice in planning curriculum, instruction, and assessments.
6. Accesses learning resources available in the broader community.
7. Designs instructional activities that result in maximum levels of student involvement in the learning process.
8. Structures the learning environment appropriately for planned instructional activities.
9. Has necessary materials and equipment readily available and organized.

### B. Facilitates students' learning effectively.

1. Communicates curriculum goals clearly to students in order to provide them with a frame of reference.
2. Articulates high academic expectations for all students.
3. Employs a variety of instructional methods that clearly align with stated curriculum priorities.
4. Gives clear, concise, and reasonable directions.
5. Presents content accurately and clearly.
6. Engages students in activities that promote their making of connections between prior knowledge and new knowledge and between knowledge and skills from various subject areas.
7. Engages students in activities that develop their skills in gathering, evaluating, and communicating information.
8. Engages students in activities that focus on applying knowledge and skills to solve real-world problems.
9. Engages students in activities that develop their thinking skills, reasoning skills, and creativity.
10. Engages students in activities that develop their study skills, metacognitive skills, and organizational skills.
11. Uses effective questioning skills to engage students in articulation and discussion of complex concepts.
12. Involves students in multi-step, multi-task activities.
13. Checks for comprehension of essential concepts during instruction.

14. Provides opportunities for guided practice of essential skills.
15. Models essential values and attitudes during instruction.
16. Makes maximum use of class time to achieve stated curriculum priorities.
17. Uses and engages students in the use of technological tools to research, analyze, and communicate knowledge.
18. Engages students with a variety of print and non-print instructional materials.
19. Assigns meaningful and reasonable tasks for students to complete outside of class time in order to extend and apply their learning.

**C. Evaluates students' progress effectively.**

1. Employs a variety of assessment methods that clearly align with stated curriculum priorities and with the learning activities with which students' are engaged.
2. Assesses students' achievements in comparison to established criteria rather than in comparison to peers.
3. Uses a variety of techniques for communicating with students about their progress.
4. Communicates to students the criteria that issued to evaluate their work.
5. Applies evaluation criteria fairly to the work of all students.
6. Provides results of assessments to students promptly.

**D. Adjusts curriculum content, instructional activities, instructional materials, and/or assessments to address individual students' learning needs and learning styles.**

1. Engages all students in **learning the stated curriculum priorities while adjusting** degrees of complexity and abstraction to provide an optimum level of challenge for each student.
2. Uses a variety of instructional methods to accommodate students' learning strengths while also engaging them in activities that extend beyond their current learning preferences.
3. Uses a variety of student groupings for instruction that align with the stated curriculum priorities.
4. Designs instructional activities and assessments so that all students can experience appropriate levels of success.
5. Provides alternate learning materials and activities for students who need additional instruction or who have already mastered particular curriculum content.
6. Provides students with appropriate choices of learning activities and assessment methods.
7. Identifies students who are having difficulty learning and provides or obtains additional learning supports for them.
8. Makes appropriate referrals to school-based specialists.
9. Implements interventions recommended by special needs personnel consistently.

**E. Maintains a classroom atmosphere that is conducive to learning.**

1. Establishes an efficient classroom management routine to manage activities, materials, time, space, and transitions.

2. Maintains a safe and healthy physical environment in which students feel comfortable and willing to engage in learning.
3. Arranges the classroom in an attractive, orderly, and functional manner.
4. Uses space flexibly to facilitate a variety of learning activities.
5. Clearly communicates expectations and parameters for classroom behavior.
6. Involves students appropriately in setting classroom standards.
7. Manages student behavior effectively using appropriate verbal and non-verbal methods.
8. Uses behavior management methods that reinforce appropriate behavior, anticipate and address unacceptable behavior constructively, and promote students' self-discipline,

### **III. COMMUNICATION AND INTERPERSONAL RELATIONSHIPS**

#### **A. Exhibits cooperation with school administrators.**

1. Implements local and archdiocesan policies.
2. Pursues disagreements at appropriate times and places and in a constructive manner.
3. Informs administration of activities, circumstances, or problems that may have significant effects on individuals within the school community or on the community as a whole.
4. Pursues consultations in matters where indicated with appropriate personnel.
5. Implements recommendations for improvement.
6. Displays adaptability and flexibility in routine and unexpected situations.

#### **B. Exhibits cooperation with colleagues.**

1. Expresses support for the contributions of colleagues to the total school program.
2. Gives evidence of considering the needs of colleagues when planning and implementing projects.
3. Works cooperatively as a team member on school-wide or group projects.
4. Uses discretion in handling difficult and problematic situations.
5. Displays adaptability and flexibility in routine and unexpected situations.
6. Participates actively and appropriately in faculty meetings, committee meetings, and grade level meetings.
7. Consults with colleagues on instructional planning and shares information on instructional methods and materials.
8. Makes appropriate referrals to school-based specialists.

#### **C. Communicates effectively with and maintains appropriate relationships with students.**

1. Interacts with students in a professional manner that maintains appropriate boundaries.
2. Uses discretion in handling difficult and problematic situations.
3. Treats students in a manner that respects their individuality and promotes their personal growth and well-being.
4. Makes an effort to know students as individuals.
5. Demonstrates respect for students' concerns and opinions.

6. Appropriately responds when an individual student is experiencing personal or social problems.
7. Provides students with appropriate praise and constructive criticism.
8. Is reasonably available to students to assist them with academic and personal concerns.

**D. Communicates effectively with and maintains positive relationships with parents.**

1. Interacts with parents in a professional manner.
2. Uses discretion in handling difficult or problematic situations.
3. Initiates and invites communication with parents about their students' performance.
4. Provides parents with pertinent information about their students' education, classes, and activities.
5. Provides parents with pertinent information about potential problems in a timely manner.
6. Gives serious consideration to and takes appropriate action on parents' concerns and suggestions.
7. Actively participates in parent meetings and/or programs and organizations for parents.
8. Plans and holds effective parent conferences.
9. Utilizes appropriate procedures when parents object to the use of a specific instructional material or activity.
10. Provides parents with pertinent information about curriculum goals, student progress, and results of standardized assessments.

**IV. Conveys a positive image of the school to the larger community.**

1. Conducts oneself in a professional manner in situations outside of the school, when recognized as a Catholic school employee.

**V. Exhibits effective communication skills.**

1. Listens respectfully to needs and concerns.
2. Prepares clear, correct, and professionally written communications for a variety of audiences.
3. Speaks clearly, correctly, and professionally to audiences of various types and sizes.
4. Plans and conducts effective meetings and conferences.
5. Maintains contact with key opinion leaders in the school community.
6. Conveys consistent non-verbal cues.
7. Uses appropriate presentation technologies.
8. Uses humor appropriately.
9. Presents an appropriate professional appearance.

**VI. PROFESSIONAL RESPONSIBILITIES AND PROFESSIONAL DEVELOPMENT**

**A. Demonstrates a sense of professional responsibility.**

1. Carries out the duties stated in one's job description.
2. Acts in accordance with ethical principles and legal parameters.

3. Is regular and punctual in attendance and follows school policies regarding necessary absences.
4. Observes established timelines for completion of tasks and duties.
5. Keeps accurate records.
6. Organizes materials efficiently.
7. Handles sensitive information ethically.
8. Exercises responsibility for student behavior management throughout the school and at school-related activities.

### **B. Actively responds to total school needs.**

1. Participates in projects, programs, and committees and assumes duties beyond one's specific position to address total school needs.
2. Acts in a manner that contributes to a positive school climate.

### **C. Engages in continuous professional development.**

1. Updates one's knowledge of Catholic education and Church teaching and practice and incorporates new knowledge into one's practice in an on-going manner.
2. Updates one's knowledge of the teaching/learning process, child and adolescent development, emerging technologies, and the general field of education, and incorporates new knowledge into one's practice in an on-going manner.
3. Participates actively in professional associations.
4. Engages in a variety of formal and informal professional development activities that include but also extend beyond professional reading and attending courses and workshops.
5. Participates actively in faculty meetings and school-based professional development activities.
6. Accesses professional development resources available at the school, from the archdiocese, and in the broader educational community.
7. Reviews the effectiveness of one's practice in an on-going manner using both objective data and subjective judgment.
8. Seeks feedback about performance regularly from evaluators, colleagues, peers, and students/parents.
9. Engages in continuous reflection on one's practice and adjusts one's practice of self-evaluation.
10. Engages in formal continuing education necessary to obtain and maintain appropriate certifications.
11. Consults with colleagues to obtain and provide professional assistance.
12. Updates one's knowledge of subject area content and incorporates new knowledge into one's practice in an on-going manner.
13. Consults with colleagues to achieve consistency in curriculum among various classrooms of the same grade and continuity from grade to grade.

**Probationary Period (3507.13)**

All teachers brand new to the Archdiocese are on probation for the first year of employment. The employer has the right to terminate the employment agreement at any time during the probationary period. The probationary period begins the first day of class. The Appeals Procedure is not applicable for terminations during the probationary period.

**Duties and Rules of Conduct (3507.14)**

When parish teachers sign a contract they agree to conduct their classes, supervise extra-curricular activities, complete all administrative work and render reports as required in a professional and efficient manner to the satisfaction of the principal. Teachers' are expected to observe basic rules of good conduct.