

Area of Responsibility	Topic	Consult/ Reference	Responsibilities
<b>1. Effective Communication with all Stakeholders</b>		<ul style="list-style-type: none"> <li>•PA Code of Conduct - Section 4 Practices: 4, 6, 7, 8, 9</li> </ul>	
	a. Parent communication/contact	<ul style="list-style-type: none"> <li>•PA Code of Conduct - Section 4 Practices: 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>•Parent communication/contact must be made to work toward resolution at EASD Code of Discipline Levels 1 and 2</li> <li>•Must be documented as per building procedure</li> </ul>
	b. E-mail	<ul style="list-style-type: none"> <li>•PA Code of Conduct - Section 4 Practices: 4, 7, 8, 9</li> <li>•Board Policy 415, Acceptable Use of Internet</li> </ul>	<ul style="list-style-type: none"> <li>•Subject line</li> <li>-should not contain student name</li> <li>-use student initials or the word "student"</li> <li>•Don't put anything in an email you don't want the whole world to see</li> <li>•Appropriate use for professional purposes</li> <li>•Referrals sent through email - use factual statements to report observable behavior (what is seen and heard) with no judgment statement</li> </ul>
	c. District/school image	<ul style="list-style-type: none"> <li>•PA Code of Conduct - Section 4 Practices: 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>•Openly promote positive image of school to students, parents and community through all types of communication</li> </ul>

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<p><b>1. Effective Communication with all Stakeholders (continued)</b></p>	<p>d. Confidentiality</p>	<ul style="list-style-type: none"> <li>•PA Code of Conduct - Section 4 Practices: 8, 9</li> </ul>	<ul style="list-style-type: none"> <li>•Public conversations - When parents approach you in the public about their son/daughter, ask them to call you at school due to privacy rights and avoiding others hearing conversations held in public</li> <li>•When talking with parents, talk about their child only in any type of communication</li> <li>•School environment – don't talk about students in a public setting; conversations about students with another individual should be done in private</li> </ul>
	<p>e. Communication Style</p>	<ul style="list-style-type: none"> <li>•PA Code of Conduct - Section 4 Practices: 4, 7</li> </ul>	<ul style="list-style-type: none"> <li>•All communication about students or to students should be done in a manner that is sensitive to the human rights of dignity, privacy and respect.</li> <li>•Belittling and humiliating students is not acceptable</li> <li>•No profanity</li> <li>•No sarcasm</li> </ul>

Area of Responsibility	Topic	Consult/ Reference	Responsibilities
<b>2. Responsible for Implementing District Curriculum</b>	a. Lesson Planning and Delivering	<ul style="list-style-type: none"> <li>•PA Code of Conduct - Section 4 Practices: b-2, b- 3, b-5;</li> <li>•EASD School Board Policy 111</li> <li>•STEPP Manual, Appendix G-1, J-1, J-2</li> </ul>	<ul style="list-style-type: none"> <li>•Acceptable format of lesson plans - Best Practice or Basic as directed by supervising administrator</li> <li>•Lesson plans must follow School Board curriculum and pacing guides</li> <li>•Lesson delivered must follow from written plan</li> <li>•Adjustments in plans must be based on student needs through assessment.</li> <li>•Use formative and summative data to assess student need</li> <li>•Instruction should occur the entire period (Secondary - "bell to bell")</li> <li>•Lesson plans shall be available either electronic or paper in the teacher's classroom at all times for administrative review</li> <li>•Plans must be readily available for a substitute teacher to use</li> <li>•Lesson plans must be prepared one week in advance. This means Monday through Friday. On Friday, minimally, the next Monday's lesson plan must be complete. The weekend may be used to complete the rest of next week's plans.</li> </ul>
	b. Differentiated Instruction	<ul style="list-style-type: none"> <li>•STEPP Manual, Appendix E-4</li> <li>•PA Code of Conduct - Section 4 Practices: B-5</li> </ul>	<ul style="list-style-type: none"> <li>•Use formative and summative assessments as diagnostic tools throughout lessons to make appropriate accommodations and adaptations according to student characteristics and curricular/instructional elements in order to meet the needs of many students, utilizing mini-lessons, flexible grouping, individualization and learning strategies</li> </ul>

<p><b>2. Responsible for Implementing District Curriculum (continued)</b></p>	<p>b. Differentiated Instruction (cont.)</p>	<ul style="list-style-type: none"> <li>•STEPP Manual, Appendix E-4</li> <li>•PA Code of Conduct - Section 4 Practices: B-5</li> </ul>	<ul style="list-style-type: none"> <li>•Assignments are individualized according to student abilities and interests</li> <li>•Differentiation is provided for ALL students, instruction should be delivered through a variety of avenues including whole group, small group and flex grouping</li> <li>•Use different methods of diagnosing learning styles and frequently incorporate multiple learning strategies into lessons</li> <li>•Use data to make instructional decisions to meet the needs of all students.</li> </ul>
	<p>c. Effective use of Resources</p>	<ul style="list-style-type: none"> <li>•Board Policy 106 Curriculum Guides</li> <li>•PA Code of Conduct, Section 4: b5</li> <li>•STEPP Manual AppendixE-2</li> </ul>	<ul style="list-style-type: none"> <li>•Uses a variety of research based resources and materials to support instructional goals and engage students in a meaningful way</li> <li>•Integrates the approved resources in accordance with curriculum guide</li> <li>•Uses current curriculum guide (available on the Intranet) to provide course of study</li> </ul>
	<p>d. Records maintenance/ grades/ attendance/ leave slip</p>	<ul style="list-style-type: none"> <li>•Grading and reporting memo from DO</li> <li>•Marking period/grade timeline</li> </ul>	<ul style="list-style-type: none"> <li>•Grades must be entered in the computer in a timely manner</li> <li>•Attendance will be maintained in adherence to the mandated schedule using the student information system</li> <li>•Records must be kept up to date, organized and accurate</li> <li>•No extra credit/bonus points</li> </ul>

<p><b>2. Responsible for Implementing District Curriculum (continued)</b></p>	<p>d. Records maintenance/ grades/ attendance/ leave slip (continued)</p>	<p>•Leave Slip Memo</p>	<p>•Respond to requests from HR in accordance with the time lines provided, including leave slips</p> <p>•Leave slips;</p> <ol style="list-style-type: none"> <li>1.) Emergency leave needs a number and a sub-code/reason</li> <li>2.) Form must be completed in its entirety</li> <li>3.) Sick leave slip must be submitted to office <u>on day of return to work</u></li> <li>4.) Professional Leave must be submitted a minimum of 5 school days in advance of the date requested. My learning plan must be attached showing approval. Leave slip showing approval must be received back from Human Resources showing permission to leave <u>prior</u> to taking the Professional Leave time.</li> </ol> <p>Upon completion of the Professional Leave activity, the "Out of District Summary" must be submitted immediately. Act 48 will not be awarded until the summary is received.</p>
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<b>3. Effective Classroom Management</b>	a. Classroom Environment	<ul style="list-style-type: none"> <li>•PA Code of Conduct, Section 4, b.4, 7, 8, 10</li> <li>Policy 440,</li> <li>STEPP E-5</li> </ul>	<ul style="list-style-type: none"> <li>•Standards of conduct are clear to all students, management system is consistently and effectively implemented, interaction between the teacher and students is respectful, content oriented and reinforcement is readily provided</li> <li>•(Secondary) Documentation of discipline incident via referrals</li> <li>•Belittling and humiliating students is not acceptable</li> <li>•No profanity</li> <li>•No sarcasm</li> <li>•Students are engaged in relevant learning activities</li> <li>•Teacher develops and consistently maintains a safe, secure physical environment</li> <li>•Students may not be placed in the hallway for disciplinary purposes</li> </ul>