



Physical/Health Education Teacher – Athletic Director

Bear Creek Community Charter School is seeking qualified candidates for the position of Physical/Health Education Teacher – Athletic Director. This is a full-time, ten-month position for 198 days per year. Candidates must have, at minimum, a Bachelor's Degree in Education or related field and a valid Pennsylvania teaching certification.

The successful candidate will be responsible for physical and health education in kindergarten through eighth grade, creating an engaging environment that fosters, promotes and develops an understanding of the relationship of healthy body function and exercise. The candidate will also coordinate and oversee extra-curricular athletic programs.

Bear Creek Community Charter School offers full-time employees a competitive starting salary, comprehensive health insurance benefit package, paid time off, performance-based annual bonus, longevity bonus, tuition assistance, 403(b) retirement plan, whole and term life insurance, paid professional development, daily meals and a rewarding work environment.

Please submit a Standard Pennsylvania Teaching Application with appropriate attachments to:

Human Resources
Bear Creek Community Charter School
30 Charter School Way
Bear Creek Township, PA 18702

Bear Creek Community Charter School is an Equal Opportunity Employer.



JOB DESCRIPTION

Title: Physical Education/Health Teacher/Athletic Director

Status: Full Time, 198 Days

Reports To: Director of Curriculum and Instruction

FLSA: Exempt

Starting Wage: \$36,000.00

Revised: December 6, 2021

Position Description

The Physical Education/Health Teacher/Athletic Director is responsible for creating an engaging environment that fosters, promotes and develops an understanding of the relationship of healthy body function and exercise. They implement an instructional program that aligns to Pennsylvania's academic standards for health and physical education, while maintaining a cooperative relationship with staff, parents and students. They are also responsible for providing leadership, coordination, oversight, and evaluation of the school's extra-curricular athletic program.

Essential Functions

Demonstrates Knowledge of Content and Pedagogy

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline. The key elements of this performance standard are:

- Knowledge of content and the structure of the discipline. Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.
- Knowledge of prerequisite relationships. Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.
- Knowledge of content-related pedagogy. Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.

The proficient teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

Demonstrates Knowledge of Students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities.

In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn. The key elements of this performance standard are:

- Knowledge of child and adolescent development. Children learn differently at different stages of their lives.
- Knowledge of the learning process. Learning requires active intellectual engagement.
- Knowledge of students' skills, knowledge, and language proficiency. What students are able to learn at any given time is influenced by their level of knowledge and skill.
- Knowledge of students' interests and cultural heritage. Children's backgrounds influence their learning.
- Knowledge of students' special needs. Children do not all develop in a typical fashion.

The proficient teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will like to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines. The key elements of this performance standard are:

- Value, sequence, and alignment. Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.

- Clarity. Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.
- Balance. Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.
- Suitability for diverse students. Outcomes must be appropriate for all students in the class.

In the context of a proficient teacher, most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives. The key elements of this performance standard are:

- Resources for classroom use. Materials must align with learning outcomes.
- Resources to extend content knowledge and pedagogy. Materials that can further teachers' professional knowledge must be available.
- Resources for students. Materials must be appropriately challenging.

The proficient teacher displays awareness of resources beyond those provided by the school, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher

plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in the classroom. The key elements of this performance standard are:

- Learning activities. Instruction is designed to engage students and advance them through the content.
- Instructional materials and resources. Aids to instruction are appropriate to the learning needs of the students.
- Instructional groups. Teachers intentionally organize instructional groups to support student learning.
- Lesson and unit structure. Teachers produce clear and sequenced lesson and unit structures to advance student learning.

The proficient teacher aligns most of the learning activities with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

Designing Student Assessments

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes. The key elements of this performance standard are:

- Congruence with instructional outcomes. Assessments must match learning expectations.
- Criteria and standards. Expectations must be clearly defined.
- Design of formative assessments. Assessments for learning must be planned as part of the instructional process.
- Use for planning. Results of assessment guide future planning.

The proficient teacher utilizes an assessment plan to assess all the instructional outcomes, assessment methodologies for specific groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of this performance standard; while adherence to the established classroom rules characterizes success in performance standard 2d (Managing Student Behavior). The key elements of this performance standard are:

- Teacher interactions with students, including both words and actions. A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.
- Student interactions with other students, including both words and actions. As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

The proficient teacher engages in student interactions that are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and student’s exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

Establishing a Culture of Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous. The key elements of this performance standard are:

- Importance of the content and of learning. In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.
- Expectations for learning and achievement. In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.
- Student pride in work. When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

The proficient teacher creates a classroom culture where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself." The key elements of this performance standard are:

- Management of instructional groups. Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.
- Management of transitions. Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.
- Management of materials and supplies. Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.
- Performance of classroom routines. Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.
- Supervision of paraprofessionals and volunteers. Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.

Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content. The key elements of this performance standard are:

- **Expectations.** It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.
- **Monitoring of student behavior.** Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.
- **Response to student misbehavior.** Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Organizing Physical Space

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology. The key elements of this performance standard are:

- **Safety and accessibility.** Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.
- **Arrangement of furniture and use of physical resources.** Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students. The key elements of this performance standard are:

- Expectations for learning. The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.
- Directions for activities. Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.
- Explanations of content. Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.
- Use of oral and written language. For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The key elements of this performance standard are:

- **Quality of questions/prompts.** Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.
- **Discussion techniques.** Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.
- **Student participation.** In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Engaging Students in Learning

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”

The key elements of this performance standard are:

- Activities and assignments. The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.
- Grouping of students. How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.
- Instructional materials and resources. The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use a school’s officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.
- Structure and pacing. No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Demonstrating Flexibility and Responsiveness

“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. The key elements of this performance standard are:

- Lesson adjustment. Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift when needed.
- Response to students. Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.
- Persistence. Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Reflecting on Teaching

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson.

By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning. The key elements of this performance standard are:

- Accuracy. As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.
- Use in future teaching. If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Managing Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The key elements of this performance standard are:

- Student completion of assignments. Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.
- Student progress in learning. In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.
- Non-instructional records. Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Communicating with Families

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The key elements of this performance standard are:

- Information about the instructional program. The teacher frequently provides information to families about the instructional program.
- Information about individual students. The teacher frequently provides information to families about students' individual progress.
- Engagement of families in the instructional program. The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Participating in the Professional Community

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The key elements of this performance standard are:

- Relationships with colleagues. Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.
- Involvement in a culture of professional inquiry. Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.
- Service to the school. Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.
- Participation in school projects. Teachers contribute to and support larger school projects designed to improve the professional community.

Growing & Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The key elements of this performance standard are:

- Enhancement of content knowledge and pedagogical skill . Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.
- Receptivity to feedback from colleagues. Teachers actively pursue networks that provide collegial support and feedback.
- Service to the profession. Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Showing Professionalism

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The key elements of this performance standard are:

- Integrity and ethical conduct. Teachers act with integrity and honesty.
- Service to students. Teachers put students first in all considerations of their practice.
- Advocacy. Teachers support their students' best interests, even in the face of traditional practice or beliefs.
- Decision making. Teachers solve problems with students' needs as a priority.
- Compliance with school regulations. Teachers adhere to policies and established procedures.

Extra Curricular Athletic Programs

1. Communicating with outside organizations and schools for scheduling and distributing schedules and results for all interscholastic/intramural athletic contests for each team within the athletic program, including possible cancellations of contests because of weather and other conditions.
2. Engages contest officials, coaches and assistant coaches as required for athletic program. Establishes coaching expectations with the support of school leadership; provides oversight, support and evaluation in relation to coaching staff.
3. Enforces eligibility requirements in compliance with school policy and PIAA regulations.
4. Coordinates the scheduling of facilities for all practices, competitions and other athletic activities.
5. Provides annual and periodic evaluation of facilities and equipment; develops procedures for the issuance, use and collection of equipment; maintains records and inventory of athletic equipment.
6. Coordinates with school leadership to ensure adequate preparation and planning time for the Athletic Director duties utilizing flex time and time available during the regular school day.
7. Assists the Director of Curriculum and Instruction and school Business Manager in preparing the annual athletic fund budget; complies with school purchasing policies and procedures.

Core Competencies

Values and Integrity: Adheres to core values and beliefs during both good and tough times; acts in line with those values; rewards the right values and disapproves of others; practices what he/she preaches; is widely trusted; truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; doesn't blame others for his/her own mistakes or misrepresents him/herself for personal gain or protection.

Dealing with Ambiguity: Can effectively cope with change; can shift gears comfortably; can decide and act without having the total picture; isn't upset when things are up in the air; doesn't have to finish things before moving on; can comfortably handle risk and uncertainty.

Communication: Provides the information people need to know to do their jobs and feel good about being a member of the team; provides direct feedback and information to individuals so that they can make accurate decisions; is timely with information. Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when he/she disagrees; is able to write clearly in a variety of communication settings and styles.

Action Oriented: Enjoys working hard; is action oriented and full of energy for the things that he/she sees as challenging; not fearful of action with little planning; seizes opportunities when they arise; doesn't hold back anything that needs to be said; does whatever it takes to get the job done despite resistance. Pursues everything with energy and drive; rarely gives up before finishing.

Composure: Is cool under pressure; does not become cynical, moody or hostile when times are tough; is not knocked off balance by the unexpected; is a settling influence in a crisis; takes unpopular stands if necessary; faces difficult situations with guts and tenacity. Must possess excellent interpersonal skills, ability to work in an environment with frequent interruptions, and to make judgments and work under high level of stress.

Knowledge: Has the functional and technical knowledge and skills to do the job at a high level of accomplishment. Knowledgeable about how the organization functions; understands how to get things done using both formal and informal channels; understands the origin and reasoning behind key policies, practices, and procedures. Ability to develop and implement an Individual Education Program (IEP). Knowledge of child development and especially of characteristics of students with disabilities, the prescribed curriculum, current educational research relating to the instruction of students with disabilities, and learning styles and skill in using varied teaching methods to address student learning styles. Ability to assess levels of student achievement effectively, analyze test results and prescribe actions for improvement. Knowledge of laws, policies and procedures relating to the education students with disabilities and of the operation of adaptive equipment/assistive technology required by students

Organizing: Can orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently; arranges information and files in a useful manner; understands how to separate and combine tasks into efficient work flow.

Setting Priorities and Problem Solving: Spends time on what's important; quickly zeros in on the critical few and puts the trivial aside; can quickly sense what will help or hinder accomplishing a goal; eliminates roadblocks; creates focus; solves problems with effective solutions; probes all fruitful sources for answers; looks beyond the obvious and doesn't stop at the first answer.

Commitment & Dedication: Can be counted on to exceed goals; pushes for results; is dedicated to providing the highest quality service which meets the needs and requirements of both internal and external customers; is committed to constant improvement; commitment to team success evident in actions.

Customer Focus: Is dedicated to meeting the expectations and requirements of internal (supervisor, co-worker, Board of Trustees) and external (students, parents) customers; gets first-hand customer information and uses it for improvements in services; talks and acts with customers in mind; establishes and maintains effective, positive relationships with customers and gains trust and respect. Relates well with all kinds of people; builds effective relationships; uses diplomacy & tact.

Personal Learning: Picks up on the need to change, personal, interpersonal, and leadership behavior quickly; seeks feedback; embraces the opportunity to learn new skills; asks good questions and probes all fruitful sources for answers. Knows strengths and how to deploy them; knows weaknesses and works to neutralize some and work on others; knows personal limits and how to compensate for them; is personally committed to and actively works to continuously improve himself/herself.

Technical Learning: Thorough knowledge of Special Education laws and regulations; picks up on technical things quickly; can learn new skills and knowledge; is good at learning new procedures, requirements, software applications, etc.

Language: Ability to read and comprehend instructions, correspondence, memos, and work place policies. Ability to analyze, interpret general business periodicals, professional journals, procedures and governmental regulations. Ability to speak effectively with other employees and/or customers. Ability to present information and respond to questions from groups of administrators, managers, employees, customers and/or the general public. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the community. Ability to effectively present information to administrators, top management, public groups, community, and Board of Trustees.

Reasoning: Ability to carry out detailed written and/or verbal instructions. Ability to solve problems involving concrete variables in standardized situations. Ability to solve practical problems and deal with a variety of variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form to carry out business objectives. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret a variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Qualifications and Other Requirements

The following represents the qualifications and other requirements that have been identified by the Board of Trustees as to individuals serving in the role of Physical Education/Health Teacher/Athletic Director.

The employee should have at minimum, a Bachelor's Degree in a related area of study and a valid Pennsylvania Teaching Certificate equivalent to Health and Physical Education Teacher (PK-12).

Knowledge and understanding of Pennsylvania Academic Standards for Physical Education and Health.

Prior teaching experience in a public or private school.

Valid Pennsylvania Driver's License with a clean driving record.

The successful employee must also demonstrate the ability to:

- Maintain current First Aid and CPR certification.
- Maintain a strong command of the physical skills necessary to teach a variety of sports, games and activities.
- Utilize effective interpersonal skills to interface diplomatically with teachers, administrators, parents, students, support staff, outside professional contacts, and the community. Be courteous, professional and tactful at all times. Display a professional appearance.
- Use good judgment; Make sound decisions within parameters of authority.
- Present a professional appearance.
- Maintain a clean and organized work environment.
- Support the School's Mission and Core Values.
- Serve as a role model who acknowledges through actions and behaviors the critical value of human relationships in achieving personal and professional goals and organizational purpose.

The employee must be willing to work additional hours/overtime and occasional evening or weekend for special school activities.

The employee is required to obtain a state and federal criminal background check, along with Pennsylvania child abuse clearance verification. This must be done within 30 days of hire with results that are satisfactory of the Chief Executive Officer.

<u>WORKING CONDITIONS & PHYSICAL EFFORT:</u>	Seldom or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds				X	
2. Lift objects weighing 21 to 50 pounds				X	
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds				X	
6. Carry objects weighing 21 to 50 pounds				X	
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or over	X				
9. Standing up to one hour at a time					X
10. Standing up to two hours at a time					X
11. Standing for more than two hours at a time					X
12. Stooping and bending					X
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify & distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects				X	
19. Proofreading and checking documents for accuracy				X	
20. Using a keyboard to enter and transform words or data				X	
21. Using a video display terminal				X	
22. Working in a normal office environment with few physical discomforts	X				
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions				X	
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls					X
26. Operating automobile, vehicle or van		X			
27. Other physical, mental or visual ability required by the job				X	



JOB DESCRIPTION ACKNOWLEDGMENT

Physical Education/Health Teacher/Athletic Director

To perform this job successfully, an individual must be able to satisfactorily fulfill the functional roles described within the job description provided, which are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job description should not be construed to imply that these requirements are the exclusive standards of the position. Incumbents may be required to follow any other instructions, and to perform any other related duties, that may be required by their supervisor.

ACKNOWLEDGMENT

I, _____, have read and received a copy of this job description and understand that a copy of this job description will become part of my personnel file.

Employee Signature

Date