

# DEPARTMENT OF HUMAN RESOURCES

Wilmette Public Schools

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## **Drama Teacher**

(Positions include Drama, Drama/Communications, and Drama/Speech)

### **Primary Function**

Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in District 39 policies, and as are required by the Illinois School Code

### **Organizational Relationships**

The teacher reports directly to the Building Administration.

### **Qualifications**

- Illinois State Board of Education Professional Educator Licensure appropriate to assignment
- Ability to understand and carry out oral and written directions
- Ability to visually supervise students, assess situations for safety concerns
- Ability to exercise sound judgment in making decision regarding the safety and welfare of students
- Ability to perform assigned duties and tasks with a minimum of direction
- Ability to maintain effective public, student and co-worker relationships
- Ability to physically move about the district buildings and grounds
- Ability to speak, write, read, and understand English
- Ability to handle student information with confidentiality

**Must hold an IL Professional Educator License (PEL) with endorsement to teach drama at the grade levels for the position assignment (K-12 or grades 5-8). A drama teacher assigned to teach in grades k-4 must have an endorsement to teach those grades (k-12). A drama teacher assigned to teach in grades 5-8 must have either a k-12 endorsement or a grades 5-8 endorsement.**

### **Performance Responsibilities**

#### **1. Planning and Preparation**

##### **1a. Demonstrating Knowledge of Content and Pedagogy**

The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

##### **1b. Demonstrating Knowledge of Students**

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

##### **1c. Setting Instructional Outcomes**

Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.

##### **1d. Demonstrating Knowledge of Resources**

The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

##### **1e. Designing Coherent Instruction**

The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

#### **2. The Classroom Environment**

##### **2a. Creating an Environment of Respect and Rapport**

Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

## **2b. Establishing a Culture for Learning**

The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.

## **2c. Managing Classroom Procedures**

Little instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties which occur smoothly.

## **2d. Managing Student Behavior**

Standards of conduct appear to be clear to students, and the teacher monitors students behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.

## **3. Instruction**

### **3a. Communicating with Students**

Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.

### **3b. Using Questioning and Discussion Techniques**

Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.

### **3c. Engaging Students in Learning**

Activities and assignments, materials, and grouping of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

### **3d. Using Assessment in Instruction**

Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.

### **3e. Demonstrating Flexibility and Responsiveness**

The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

## **4. Professional Responsibilities**

### **4a. Reflecting on Teaching**

The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.

### **4b. Maintaining Accurate Records**

The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and effective.

### **4c. Communicating with Families**

The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

### **4d. Participating in a Professional Community**

The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.

### **4e. Growing and Developing Professionally**

The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.

### **4f. Showing Professionalism**

The teacher displays a high-level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

## **Terms of Employment**

184 work days - salary and work year established by the Board of Education and Wilmette Education Association Collective Bargaining Agreement

## **Evaluation**

Performance will be evaluated in accordance with the Teacher Evaluation Plan