

**DESCRIPTOR TERM:****Personnel and Employment****Millard District Policy  
File Code: 4060****1<sup>st</sup> Reading: 07-08-21****DUTIES AND RESPONSIBILITIES OF PROFESSIONAL EDUCATORS****A. Millard School District Mission**

The overarching goal is that students in **mission of the Millard School District is to provide each student a quality education as we foster** ~~have the opportunity to develop into motivated, enlightened, responsible and capable~~ **informed** citizen-scholars.

This mission is primarily accomplished at the classroom level by qualified professional educators who have a vision of educational excellence that supports individual achievement and diversity, and who use effective and positive partnerships with families and community members.

**B. Duties and Responsibilities**

1. Professional educators shall work directly under the supervision of the principal who instructs them on matters of policy and work assignment. They should go freely to him/**her** for guidance. All requests from professional educators to the district office should be sent through the principal.
2. It is the duty of professional educators to care for the educational interest of students and to cooperate with the principal in maintaining order and discipline. All professional educators shall avoid waste and help safeguard buildings, furniture, apparatus and other property. If equipment or property damage is by intent or accident, prompt notice of such shall be given to the principal.
3. Professional educators shall cooperate with the superintendent, supervisor, principal, and colleagues in the improvement of educational programs, and accept suggestions for personal and professional improvements.
4. Professional educators of the Millard School District shall not in an unprofessional or insubordinate manner attempt to influence or exert pressure on the Board, Superintendent, or principal in soliciting support for individuals, groups, or programs.

5. Professional educators are responsible for the care, discipline and instruction of pupils in their charge; and for any pupils of the school, outside of the class hours, as assigned by the principal. They shall enforce all rules governing the conduct of pupils as prescribed by the superintendent and board. Since student conduct is the basic responsibility of each professional educator, positive and proactive procedures in handling both appropriate and inappropriate behavior is necessary. All professional educators shall establish and communicate classroom rules that are compatible with school and district philosophy. To enhance classroom behavior, the professional educator shall:
  - a. develop written and clearly stated, academic, citizenship, and behavioral expectations;
  - b. secure the school principal's approval of the classroom rules and keep a copy on file in the school;
  - c. inform parents and legal guardians of discipline procedures by providing, in writing, a copy of classroom expectations and rules; and
  - d. involve students in the development of classroom rules for reasonable behavior and consequences and discuss expectations and rules with students as needed.
6. Professional educators shall maintain hygienic conditions and practices in their departments, and shall report promptly to the principal (who is responsible for reporting to the School District Office) any serious accident or illness affecting pupils in their charge. No child known to be ill is to be allowed to remain in the classroom, but he/she is to be sent to the principal who will act in "loco parentis" (to act as a surrogate parent while children are in school) to determine appropriate action.
7. Professional educators shall cooperate with the school nurse in correlating health practices and the teaching of hygiene, using the school nurse as a consultant.
8. Professional educators shall administer any system of pupil evaluation that may be prescribed for the school, and report to the parents the progress of their children as directed by the superintendent.
9. Professional educators shall keep all required records and shall submit all reports to the principal's office at the time and in the manner prescribed by the principal. Student progress reports shall be kept current with information updated at least weekly.
10. Professional educators shall not furnish lists of names and/or addresses of pupils or fellow employees to anyone (File Code #6170 – Records Policy).

11. Professional educators shall not permit commercial advertising in their classrooms except as prior approved by the Board of Education.
12. It shall be the duty of professional educators to become familiar with general district policies.
13. It is the professional educator's responsibility to notify the principal as soon as possible of intended absences due to illness. Absences (other than for illness) must be approved by the principal in a timely manner to facilitate the proper preparation and coverage of classroom assignments.
14. Professional educators shall be punctual and diligent in complying with the duties and responsibilities assigned to them by the superintendent, supervisor, and/or principal.
15. Professional educators shall work closely with instructional assistants to meet the academic needs of students. The instructional assistant reports directly to the building principal who is his/her supervisor.
16. Professional educators shall work within professional learning communities as assigned by school and district administrators to design effective instruction and interventions in order to better meet needs of individual students.

### C. Utah Effective Teaching Standards

The Millard School District has adopted the Utah Effective Teaching Standards. These standards articulate what effective teaching and learning looks like in our district. The Standards reflect current research on effective instruction and align with the knowledge and skills needed to successfully teach the Utah Core. A complete copy of the Standards can be found on the Utah State Office of Education's website. An abbreviated version of the Standards is listed below:

1. **The Learner and Learning:** Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.
  - a. **Learner Development:** The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.
  - b. **Learning Differences:** The teacher understands individual learner differences and cultural and linguistic diversity.
  - c. **Learning Environments:** The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.

2. **Instructional Practice:** Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.
  - a. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline.
  - b. **Assessment:** The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.
  - c. **Instructional Planning:** The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.
  - d. **Instructional Strategies:** The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.
  
3. **Professional Responsibility:** Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.
  - a. **Reflection and Continuous Growth:** The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.
  - b. **Leadership and Collaboration:** The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.
  - c. **Professional and Ethical Behavior:** The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

## D. Sheltered Instruction Observation Protocol (SIOP)

The Millard School District utilizes the Sheltered Instruction Observation Protocol (SIOP) as the framework for our instructional process. The SIOP model was originally developed to assist English Language Learners in their acquisition of English. Research confirms that when teachers consistently and systematically implement the SIOP model's eight features in lessons for English learners and English speakers alike, the result is high-quality, effective instruction, and student achievement is improved. The eight features and thirty corresponding components of the SIOP model are outlined below:

### 1. Preparation

- a. **Content objectives** clearly defined, displayed, and reviewed with students
- b. **Language objectives** clearly defined, displayed, and reviewed with students
- c. **Content concepts** appropriate for age and educational background level of students
- d. **Supplementary materials** used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)
- e. **Adaptation of content** (e.g., text, assignment) to all levels of student proficiency
- f. **Meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking

### 2. Building Background

- a. **Concepts explicitly linked** to students' background experiences
- b. **Links explicitly made** between past learning and new concepts
- c. **Key vocabulary** emphasized (e.g., introduced, written, repeated, and highlighted for students to see)

### 3. Comprehensible Input

- a. **Speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)
- b. **Clear explanation** of academic tasks

- c. ~~**A variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)~~

#### ~~4. Strategies~~

- a. ~~Ample opportunities provided for students to use **learning strategies**~~
- b. ~~**Scaffolding techniques** consistently used assisting and supporting student understanding (e.g., think-alouds)~~
- c. ~~A variety of **questions or tasks that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions)~~

#### ~~5. Interaction~~

- a. ~~Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts~~
- b. ~~**Grouping configurations** support language and content objectives of the lesson~~
- c. ~~Sufficient **wait time for student responses** consistently provided~~
- d. ~~Ample opportunities for students to **clarify key concepts in the first language** as needed with aide, peer, or first language text~~

#### ~~6. Practice & Application~~

- a. ~~**Hands-on materials and/or manipulatives** provided for students to practice using new content knowledge~~
- b. ~~Activities provided for students to **apply content and language knowledge** in the classroom~~
- c. ~~Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking)~~

#### ~~7. Lesson Delivery~~

- a. ~~**Content objectives** clearly supported by lesson delivery~~
- b. ~~**Language objectives** clearly supported by lesson delivery~~
- c. ~~**Students engaged** approximately 90% to 100% of the period~~
- d. ~~**Pacing** of the lesson appropriate to students' ability level~~

~~8. **Review & Assessment**~~

- ~~a. Comprehensive **review of key vocabulary**~~
- ~~b. Comprehensive **review of key content concepts**~~
- ~~c. Regular **feedback** provided to students on their output (e.g., language, content, work)~~
- ~~d. **Assessment of student comprehension and learning** of all lesson objectives (e.g., spot checking, group response) throughout the lesson~~