

ENGLISH TEACHER: SECONDARY JOB ANALYSIS OF PHYSICAL, MENTAL, AND EMOTIONAL DEMANDS

Job Summary: *Under the direction of the School Principal the English teacher is responsible for the education of assigned student and will create a flexible program and class environment favorable for learning and personal growth. The teacher will establish effective rapport with students; motivate students to develop skills, attitudes, and the knowledge needed top a good foundation for further education, and do so in accordance with each student's ability. Professional relations will be developed and maintained with other staff and parents*

Summary of Physical Demands: *The English teacher must tolerate the endurance and physical requirements of teaching and evaluating students; relay concepts through the use of visual aids, textbooks and audio visual equipment; evaluate students through observation of class work, correcting assignments, storing and retrieving assignments and teaching material; managing the physical environment of the classroom; and communicating with peers.*

Educating Students

ESSENTIAL FUNCTIONS

- 1. Teach English utilizing the course of study adopted by the Board of Education, correlated with other appropriate learning activities.*
- 2. Develop lesson plans adapt curriculum to meet individual student needs, and utilize effective teaching techniques in translating lesson plans into productive student learning experiences which best utilize the time available for instruction.*
- 3. Utilize computers and other technological classroom support equipment in student instruction.*
- 4. Control the storage and use of district owned property; make minor adjustments and request pairs as required.*

Selected Physical Demands

1. Endurance within a classroom setting, teaching students while standing, sitting, or walking throughout the classroom.
2. Use of aids such as chalkboards, posters, bulletin boards, overhead projector, television, VCR, recorder, computer, and technological equipment.
3. Retrieval, use, and storage of teaching material, including books, equipment, assignments, etc.

Mental Demands

1. Personally model subject-matter knowledge in written and oral language.
2. Accurately assess students' learning abilities, needs, and styles.
3. Organize and interpret the instructional material/curriculum to accommodate student learning characteristics, and personal and social needs, maximizing student acquisition of mastery.
4. Be creative and mentally flexible in presenting concepts and in involving students in the learning process; employ current and varied instructional techniques.
5. Facilitate the development of student self-esteem, trust, and respect through meaningful student-teacher interaction in both group and individual settings.
6. Understand and carry out the selection, implementation and maintenance of current instructional technology and materials.
7. Create learning opportunities which ensure student "social connectedness" (relevance) to the material and student involvement in authentic tasks which promote independent learning/discovery.
8. Create learning experiences for students which also accommodate the teacher's personal needs for mental stimulation, emotional space, and interpersonal support.
9. Keep current with best practice teaching process and instructional resources and materials.

Emotional Demands

1. Possess the motivation and self discipline to maintain currency with professional literature.
2. Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
3. Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
4. Give one's self emotional permission to (a) accept what can't be done, (b) be satisfied, as necessary, with small progress, (c) relax by developing a sense of humor, and (d) enjoy the teacher-student interpersonal relationship.
5. Demonstrate patience and perseverance in working with individual students who need extra coaching or alternative learning experiences.
6. Take the appropriate emotional risks to implement new teaching techniques and instructional technology and materials.

Managing Student Behavior

ESSENTIAL FUNCTIONS

5. *Maintain classroom organization and discipline.*
6. *Establish and maintain standards of student behavior needed to achieve a functional learning atmosphere.*
7. *Provide and maintain a safe and supervised environment in the classroom and on the school grounds.*

Selected Physical Demands

1. Maintain classroom environment, positioning chairs, etc.
2. Dealing with confrontation.
3. Mobility about the classroom.
4. Protection of self and students.

Mental Demands

1. Actively involve students in self-governance by creating a process whereby students participate in realistic expectations of behavior which delineate freedoms and limits.
2. Develop and implement a behavioral management process for monitoring, evaluating, and managing both appropriate and inappropriate student behaviors.
3. Analyze and Interpret the underlying needs and motivations of non-compliant students in the context of their individual family/social/cultural experiences.
4. Preclude disciplinary measures by determining intervention strategies which effectively address student social, emotional, and learning
5. Motivate the non-compliant student by modifying the learning experience, accepting approximations. toward desired student behavior, and coaching positive alternatives to student self-defeating behaviors
6. Objectively analyze and address one's personal, body language and verbal responses which may precipitate, maintain, or extinguish inappropriate student behaviors
7. Accurately assess when a referral for additional resources/personal is warranted to address student behavior

Emotional Demands

1. Address stressful events, created by hostile, confrontive students by (a) maintaining emotional control, (b) listening without judgment or retaliation (c) reasoning objectively and consistently, (d) keeping at the forefront the best interests of the student, and (e) maintaining professionalism and due process.
2. Ensure a positive learning environment by possessing self-confidence and conveying self-assurance when enlisting student, parent, and administrative support in establishing and maintaining sufficient classroom discipline.
3. Following discipline, be sensitive to the non-compliant student's need for reassurance by showing increased personal interest and involvement.
4. Continually affirm one's personal worth and positive contribution to the educational and emotional development of students in the face of student-teacher conflicts.
5. Accommodate for the constant "stimulus overload" associated with performing multiple teaching activities while simultaneously monitoring/controlling student behavior

Evaluating Students

ESSENTIAL FUNCTIONS

8. *Evaluate student's academic and personal growth by utilizing techniques which accurately measure student progress.*
9. *Keep appropriate records and prepare progress reports.*

Selected Physical Demand

1. Observation of seated students work and assignments.
2. Communicating and evaluating students performance.
3. Storage, use and retrieval of evaluative materials.

Mental Demands

1. Devise multiple assessment tools or strategies which will accurately determine objective and subjective student growth In (a) utilizing discovery process in learning, (b) acquiring subject-matter knowledge and insight, and (c) employing the mechanics of language.
2. Recognize and accommodate for individual student differences in ability, learning style, and social/cultural orientation when assessing progress and adjusting performance.
3. Ensure fairness in judging academic and personal performance in students as well as against a student's own past performance, avoiding bias and labeling.

4. Manage the time demands of keeping accurate records and preparing timely student progress or other school reports by incorporating (a) student appraisal techniques (self and peer), (b) productive classroom independent learning time, and (c) a modification of rigid scheduling for returning student tests and assignments.

Emotional Demands

1. Develop a realistic acceptance of the personal time commitment involved in the ongoing evaluation of student academic and personal growth.
2. Acquire skills to manage the inherent stress associated with reporting and grading deadlines without negatively impacting classroom learning time.
3. Blend objectivity with sensitivity to a student's social/cultural and developmental needs when evaluating student performance and growth.
4. Resist detrimental personal or external bias toward individual students when deciding how to personalize selected evaluation criteria.

Optimizing Communication

ESSENTIAL FUNCTIONS

10. Communicate with parents through conferences and other means discussing academic and personal progress; interpret school programs.

11. Communicate and cooperate with other professional staff in academic and personal growth areas.

Selected Physical Demands

1. Communication with peers and, parents through direct communication, telephone, and written formats.

Mental Demands

1. Realize an understanding of the complexity of student social/cultural norms and educational needs by seeking and heeding parent-teacher interaction.
2. Develop effective strategies to include demanding, critical, or uninvolved parents/guardians in student academic and personal progress.
3. Create opportunities to motivate and incorporate all parents/guardians as participants with the teacher to maximize student learning.
4. Determine, coordinate, and execute teaming and in-service opportunities with peers, administrators, and service personnel that address and assess the special needs of students.

5. Invest time and intellectual commitment to communicate with peers about current teaching concepts, processes and materials.
6. Acquire appropriate skills in communicating with administrators to effectively share and resolve issues which need addressing to maximize teacher effectiveness.

Emotional Demands

1. Exercise emotional maturity in avoiding rude, curt, angry or other defensive or inflammatory behaviors when communicating with confrontive or demanding students, parents, teachers, or administrators.
2. Evaluate objectively, and learn from student or parent complaints, avoiding personalizing criticism.
3. Ensure quality parent/teacher conferences and peer-teaming opportunities in spite of the persistent "fatigue factor"
4. Address fears of personal/professional inadequacy, seeking assistance from others to resolve deficits in instruction, classroom management, interpersonal relationships, or the acquisition of new skills.
5. Accept with a sense of lightheartedness the ever-changing expectations and requests of administrators.

Upholding Professional Standards

ESSENTIAL FUNCTIONS

12. *Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission.*
13. *Conform to district policies including attendance, absences and evaluations.*
14. *Attendance must be adequate to acceptably perform listed job functions.*

Physical Demands

1. No specific physical demands were detailed at this time.

MARGINAL FUNCTIONS

1. Maintain professional competence through in-service education activities provided by the district and through self-selected professional growth activities.

Physical Demands

1. Vary according to the activity and must be looked at on a case by case basis.
2. Perform other job duties as required.

MACHINES AND TOOLS USED

Chalk and eraser
 Pen/pencil
 Overhead, projector/screen
 VCR
 Television
 File cabinet
 Computer and technological equipment

VEHICLES AND/OR EQUIPMENT DRIVEN

Endurance/Hours at one time

Sitting 10 minutes
 Standing 1 hour
 Walking 5 minutes

Total Hours in 8-Hour Day

1 hour
 5 hours
 2 hours

PHYSICAL DEMANDS

Lift: . Occasional 10 lbs.
 Carry: Occasional 10 lbs
 Push: Occasional 20 lbs/force
 Pull: Occasional 20 lbs/force
 Crawl: Not generally required
 Bend: Occasional
 Stoop/kneel: Occasional
 Crouch: Occasional '
 Twist: Occasional
 Grasp: Occasional
 Fine manipulation: Frequent
 Eye foot coordination: Average

See: Average
 Eye/hand coordination: Average
 Talk/hear: Average
 Coordination: Average
 Climb: Not generally required
 Reach/shoulder: Occasional
 Repetitive use of arms: Occasional
 Repetitive use of wrists/hands: Occasional
 Repetitive use of fingers: Occasional

WORK CONDITIONS

Inside: 98%
 Outside: 2%
 Heat extremes: Per weather
 Fumes, odors/dust: Minimal
 Ventilation: Average

Wet/humid: Minimal
 Cold extremes: Per weather
 Noise/vibrations: Occasional

HAZARDS

Mechanical: None
 Chemical: None
 Burn Potential: None
 Electrical: Minimal
 Explosive: Minimal
 Other: Minimal

**The list of physical, mental, and emotional demands is not exhaustive and may be supplemented as appropriate.