
**FUNDAMENTAL SCHOOL
TEACHER RESPONSIBILITIES AND EXPECTATIONS
SCHOOL YEAR _____**

Teachers at fundamental schools are expected to meet the same high standards of all teachers in Pinellas County Schools. Instructional staff agree to participate in additional fundamental school related duties, including but not limited to, professional development, curriculum development, school tours and events, marketing and recruitment events and Intervention and Appeals Committee duties. Instructional staff in fundamental schools should understand that there may be frequent visitors to their classrooms. These additional duties and responsibilities will be communicated to applicants prior to hiring.

Consistent with expectations for all Pinellas County teachers, the following responsibilities and expectations are required of all fundamental school teachers.

I. Present an image of professionalism

- A. Observe a dress code in keeping with a professional appearance as specifically defined by each building principal. At the principal's discretion, there may be designated days when the dress code is relaxed (e.g. jeans may be worn by faculty in conjunction with school spirit days). Sleeveless dresses and blouses are acceptable so long as the shoulder is covered. Stockings are optional. The administration will be the final authority as to the appropriateness of attire.
- B. Be professional at all times with students, parents/guardians, staff and members of the community.

II. Promote and foster positive parent/guardian involvement

- A. Welcome parent/guardian visits to the classroom (Parents/guardians are asked to give 24-hour notice).
- B. Inform parents/guardians when behavior problems begin. Keep records of all parent/guardian contacts.
- C. Keep parents/guardians informed regularly. A lack of progress, failure to complete homework, working below grade level or a drop of two or more grades must result in parent contact. Keep records of all parent/guardian contacts. Methods of informing parents/guardians may include:
 - 1. Phone calls
 - 2. Written notices requesting a conference
 - 3. Personal conversations
 - 4. Mid-term progress reports
 - 5. E-Mail
 - 6. Comment notes on report cards.
- D. Attend PTSA/PTA/SAC meetings, as specifically defined by the building principal, unless administratively excused. Principals will provide compensatory or flex time to attend these meetings.

III. Maintain an atmosphere of learning and good citizenship

- A. Communicate class rules/expectations and provide parents/guardians with a copy of the class rules.
- B. Enforce fundamental school rules and class rules consistently, firmly, and fairly.
- C. Practice good classroom management techniques.
 - 1. Have seating charts with your lesson plans and substitute plans.
 - 2. Learn student names as soon as possible.
 - 3. Monitor hall behavior and greet students at your classroom door during class changes.
 - 4. Respect students and expect respect in return.
 - 5. Handle classroom discipline using discipline referrals as a last resort.
 - 6. Make appropriate referrals to the counselor.
 - 7. Help students accept responsibility for their own behavior.
 - 8. Begin and end class on time.
 - 9. Maintain a current substitute teacher file.
- D. Request student conferences, as needed. Plan appropriately with team members as they may want to be involved in the conference.

IV. Promote academic challenge and excellence for all students

- A. Assign and check homework.
- B. Require a parent/guardian signature on homework as outlined in the Homework/Classwork Guidelines.
- C. Use all available information to plan a student-appropriate curriculum including subjects and subject levels, as specifically defined by the building principal.
- D. Make students and parents/guardians aware, in writing, of the grading policy and academic expectations for each class.
- E. Plan lessons, which meet the Florida Standards, state-adopted course descriptions and Pinellas County Schools Student Expectations. To include:
 - 1. PCS identified instructional best practices.
 - 2. Rigorous and relevant lessons.
 - 3. The use of appropriate instructional technology.
 - 4. A commitment to a student-centered educational philosophy and inquiry-based approach, using a range and balance of teaching strategies and differentiated instruction.
 - 5. Utilize data to drive instruction and monitor progress.
 - 6. Work as part of a Professional Learning Community to plan and deliver project and product-based curriculum.
- F. Provide additional assistance to students, as needed.

V. Support the fundamental school as a viable alternative for Pinellas County students

- A. Promote positive public relations.
- B. Take an active role in school, team and committee meetings.
- C. Work collaboratively with grade level team members to promote student achievement.
- D. Participate in a team approach to school-wide problem solving and decision making.
- E. Maintain a flexible and cooperative attitude when assisting with a crisis/special situation.
- F. Communicate concerns to the administration in a timely fashion.
- G. Complete requested assignments on time.
- H. Maintain all records accurately.

VI. Advance professional excellence

- A. Demonstrate a commitment to the school philosophy and strategies.
- B. Utilize principles of continuous quality improvement.
- C. Model a commitment to multicultural awareness.
- D. Participate in on-going professional training.
- E. Provide a nurturing support system for all students.

STATEMENT OF COMMITMENT

I have read and understand the expectations of the professional staff assigned to a fundamental program. If I am selected to teach at a fundamental school, I agree to accept the conditions set forth in this document.

I understand that if I do not comply with the Teacher Responsibilities and Expectations for fundamental schools, I may be transferred.

Teacher Name (PRINT)

Teacher Signature

Date