

MARION COUNTY JOB DESCRIPTION

Position Title: Title I Teacher, Regular Classroom Class Code: **2090**
Department: Instruction
Reports To: Principal/Title I Coordinator
Approved By: Marion County Board of Education Date November 2010

SUMMARY: To provide supplemental instruction to students in core content/skill areas of identified school need to overcome learning barriers that will contribute to their development as mature, able, and responsible men and women.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned.*

Assist in the planning and development of the Title I Reading and Math programs or other targeted areas of need the school is addressing.

Assists staff in interpreting students needs and progress in reading, math and/or other targeted areas.

Assists staff with plans and implements reading, math and other targeted programs as necessary.

Assists staff with coordination and makes research-based strategy recommendations in the regular program of reading, math or other targeted instructional areas.

Recommends use of varied instructional materials, reference works, kits, trade books, audiovisual aids, etc.

Conducts in-service workshops and demonstrations pertinent to methods and materials appropriate to various levels of reading and math instruction.

Make home visits to assess and provide assistance in overcoming barriers to student academic success.

Regularly observes reading, math instruction and other targeted areas of need and helps staff improve student performance through the use of research-based strategies.

Confers with parents concerning individual students having academic difficulties and with any Title I parents requesting such a conference

Implements Infinite Campus.

Interprets, as appropriate, test results and statistical data concerning Title I reading, math and other targeted areas to the administration, staff and public at large.

Collaborates with the classroom teacher to assist with instruction, researched-based strategies and record keeping.

Assists with the development of special instructional programs for Title I students

Devises and maintains such records and reports as are necessary to the successful execution of the job and submits all required records to the Principal and/or the Title I Coordinator.

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher reflects on and evaluates teaching/learning.

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

SUPERVISORY RESPONSIBILITIES: Supervises classroom and students.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below 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.

EDUCATION and/or EXPERIENCES: Bachelor of Arts or Bachelor of Science degree.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Teaching Certificate.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to

effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

TECHNOLOGY SKILLS: Ability to use technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleges, parents, and the community; and conduct research/solve problems. Proficiency in technology skills must be demonstrated based on the performance criteria set out in the KDE teacher standards for technology.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

OTHER SKILLS and ABILITIES: Ability to apply knowledge of current research and theory to instructional program; ability to plan and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective relationships with students, peers and parents; skill in oral and written communication.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. Occasionally the employee will bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being, or work output of other people.

Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is moderate to loud. Duties are performed indoors and occasionally outdoors.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.