

# Job Description

<b>Position Title</b>	<b>Title I Teacher</b>		
<b>Building</b>	Varies	<b>Department</b>	Varies
<b>Hours</b>	Salaried	<b>Supervisor</b>	Building Principal or Appropriate Supervisor
<b>Band and Grade</b>	C-43	<b>Tools and Equipment</b>	Classroom technology devices, i.e., iPad, Smart Board, laptop, applicable software, AV equipment, phone, and copier

<b>Primary Function</b>	Under the direction of the building principal or appropriate supervisor, provides small group remediation in reading for elementary public and parochial school students. Develops lesson plans and presents curriculum to students. Evaluates and assesses student performance against learning objectives and determines the need to reinforce material. Utilizes a variety of instructional strategies and learning aids to present material to students. Assists the District in the development of curriculum and instruction by serving on District committees, IEP and similar staffings, and curriculum development committees to meet student needs.
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<b>Essential Duties</b>	
<b>1</b>	Develops lesson plans and decides how to present curriculum. Organizes classroom supplies and materials to meet student needs.
<b>2</b>	Instructs and presents approved curriculum to meet student needs in the classroom. Decides how to best present or reinforce the subject material that will meet student needs.
<b>3</b>	Assumes responsibility for students in the classroom and maintains discipline in the classroom in accordance with District policies and procedures.
<b>4</b>	Evaluates student performance against learning objectives. Develops a variety of tools to evaluate performance, grades performance, corrects papers, and conducts parent teacher conferences to discuss student progress.
<b>5</b>	Voluntarily serves on District committees, task forces, administrative meetings or IEP and similar meetings to provide assistance in curriculum development, assessing student progress and performance, or to participate in the building decision making as defined in the master contract.
<b>6</b>	Assists in supervising students and monitoring behavior during detention, lunch hour, bus duty or hall duty as defined in the master contract.
<b>7</b>	Voluntarily supervises student teachers and interns in agreement with the master agreement.
<b>8</b>	Responsible for planning and organizing the delivery of instructional programs and services.
<b>9</b>	Responsible for diagnosing student instructional needs.

<b>10</b>	Responsible for appropriately placing students in instructional materials and/or instructional groupings.
<b>11</b>	Responsible for employing best practices methodologies in the delivery of instructional programs and services.
<b>12</b>	Responsible for grouping for instruction, as appropriate.
<b>13</b>	Responsible for assessing students' achievement.
<b>14</b>	Responsible for providing supplemental instruction to students as appropriate.
<b>15</b>	Responsible for reporting to and conferencing with parents throughout the school year.
<b>16</b>	Responsible for maintaining accurate data on student accomplishments/progress and transmitting those data to colleague staff members to ensure subsequent accuracy in student placement and instruction.
<b>17</b>	Responsible for active participation in staff development programs.
<b>18</b>	Responsible for active participation in curriculum development and textbook adoption.
<b>19</b>	Responsible for using the school district's adopted curricular materials/textbooks in the teaching/learning process.
<b>20</b>	Responsible for coordination of curricula, methodologies, and the delivery of the teaching/learning process with grade level, multi-grade level, program, and subject peers.
<b>21</b>	Responsible for collaborating with colleague staff members and the school's/district's administrative staff.
<b>22</b>	Responsible for maintaining classroom decorum and discipline.
<b>23</b>	Responsible for contributing to a positive work environment in the building.
<b>24</b>	Responsible for attending and contributing to staff meetings.
<b>25</b>	Responsible for contributing to the positive resolution of building and program deficiencies/weaknesses.
<b>26</b>	Responsible for communicating with the building's/program's supervising administrator.
<b>27</b>	Responsible for maintaining high ethical standards and a cooperative attitude in dispensing the duties of the position.
<b>28</b>	Provides reading remediation at Helen Baker, St. Pius, and First Lutheran Schools.
<b>29</b>	Works with small groups of three to four children on remedial reading curriculum.
<b>30</b>	Aimsweb administration – Provides benchmark testing of all students K-3 three times a year and enters scores and generates reports for classroom teachers and specialists.
<b>31</b>	Progress monitoring coordinator – Sets up goals, materials, and enters scores weekly.
<b>32</b>	Data management – Generates reports from benchmarking and progress monitoring for Data Team; runs all data each trimester for all students for teachers to send home to parents.
<b>33</b>	Serves on Problem Solving Team, Data Leadership Team, Child Study Team, Staff Development Team, mentors Title teachers, and mentors Aimsweb Coordinator at Lakeside.
<b>34</b>	Responsible for implementing school district policies and building/program procedures

	and guidelines.
<b>35</b>	Responsible for other reasonable duties as may be assigned by the supervising administrator(s).
<b>36</b>	Responsible for keeping his or her portion of the website updated.
<b>37</b>	Performs other duties of a similar level or type as defined in the master contract.

<b>Minimum Qualifications</b>	Bachelor's Degree in Education with appropriate licensure from the Minnesota Department of Education.
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<b>Knowledge Required</b>	<ul style="list-style-type: none"> <li>• Knowledge of teaching principles, practices, techniques and approaches.</li> <li>• Knowledge of child development theories and development stages and needs.</li> <li>• Knowledge of learning theory and approaches.</li> <li>• Knowledge of assessment procedures and techniques, test construction and evaluation methods.</li> <li>• Knowledge of subject material, concepts and issues related to grade/subject of instruction.</li> </ul>
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<b>Skills Required</b>	<ul style="list-style-type: none"> <li>• Skill in planning and developing lesson plans consistent with approved curriculum.</li> <li>• Skill in presenting complex materials and concepts in an understandable and level appropriate manner.</li> <li>• Skill in assessing and evaluating student performance and needs.</li> <li>• Skill in communication, interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.</li> </ul>
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<b>Physical Activities/ Requirements</b>	<p>Reaching, fingering, grasping, feeling, talking, hearing, seeing, repetitive motions.</p> <p>Sedentary work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.</p>
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