

SECTION I: GENERAL INFORMATION

| | | |
|--|---|-------------------------------|
| Classification Title: ABE Teacher | Department: Community Education | Unit: Teachers |
| Immediate Supervisor: Community Education Director | Grade Placement: | FLSA Status: Exempt |
| <p>Job Summary:</p> <p>Under the direction of the Community Education Director, the ABE Teacher is responsible for guiding, instructing and supporting students ages 17 years and older in pursuing academic goals in the areas of GED preparation; adult diploma; English acquisition and proficiency; Accuplacer preparation; American citizenship preparation; acculturation and employment. As site coordinator, duties include providing coordination and direction to ABE Assistants and program volunteers.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p> | | |

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Plans, develops and monitors individual student short and long term learning targets and goals. Meets with students regularly to review and update academic plans and implement curriculum to meet student goals.
2. Teaches, provides and delivers instruction to student’s intended objectives (GED, Adult Diploma, English Language Acquisition, etc.).
 - Determines how best to deliver instructional content and motivate students.
 - Monitors student progress and determining the need for additional reinforcement or adjustments to instructional plans/techniques/goals.
 - Provides instruction at appropriate levels of difficulty.
 - Employs various teaching techniques, methods and principles of learning to best the needs of students and learning outcomes.
3. Coordinates, monitors, assigns duties and guides the activities of ABE Assistants and volunteers.
4. Registers, assesses, reassesses, and processes new and current students in accordance with ABE National Reporting System (NRS) requirements to determine initial and ongoing levels of difficulty for each student. Participates in and/or coordinates the preparation and maintenance of student records for reporting ongoing assessments and attendance to the NRS.
5. Provides instructional assistance to students to learn skills for integrating into the community by teaching employment skills used to complete job applications, insurance forms, and to use community services such as transportation.
6. Develops outreach and publicity materials and processes based on program goals to increase participation and create an awareness of ABE programming.
7. Collaborates and consults with other instructional personnel to ascertain the best instructional practices and techniques and practices for adult learners.
 - Participates in consortium and PLC activities.
8. Oversees and provides classroom management activities.
 - Creates and maintains a positive and orderly learning environment.
 - Provides support and guidance to adult learners by making referrals to outside services and/or support including food shelves; low cost attorneys; workforce centers; etc..

- Provides counsel to students who are having difficulty in achieving their academic goals and objectives.
 - Greets and welcomes all students and provides security and respect to students.
9. Performs other duties of a comparable level or type, as required.
- Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
 - Keeps abreast of changing developments, trends, and technologies within the field.
 - Participates in staff development and professional development activities.
 - Collects and maintains data for various reports.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

| | |
|---|---|
| <p>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</p> | <p>Skilled in:</p> <ul style="list-style-type: none"> • Skilled in planning and developing lesson plans consistent with the skill level of learners from beginning to advanced. • Skilled in presenting complex materials and concepts in an understandable appropriate manner. • Skilled in administering assessment tools, assessing and evaluating learner performance and needs. • Skilled in leading group processes/discussions, utilizing a variety of instruction aids and technologies. • Ability to write reports, lesson plans, learning objectives, tests, and assists in writing and reviewing curriculum using and applying professional/technical concepts, principles and terminology. • Ability to deal effectively and appropriately with adults, staff and other educational professionals over instructional needs, concerns or problems of the adult learner. • Dealing with adults, learning, family members, administrators and other educational professionals over learner issues, needs and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs. |
| <p>INDIRECT SUPERVISION:</p> | |
| <p>ABE Assistants (volunteers but not considered as employees for supervisory purposes)</p> | <p>Total: 1</p> |
| <p>LICENSE/ CERTIFICATION</p> | <p>Identify licenses/certification required: Licensed teacher in the State of MN and licensure to teach in assigned areas of responsibility. Requires a MN driver's license or evidence of equivalent mobility.</p> |



| EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following: | | | |
|--|-------------------------------|--|---|
| REQUIRED EDUCATION/TRAINING (choose one) | | DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.) | |
| | less than high school diploma | | Bachelor's Degree |
| | High school diploma or GED. | | Major field of study or degree emphasis: Education, English, Adult Basic Education or related field |
| | 1 year college | 2 years college | |
| | 3 years college | x 4 years college | |
| | 1st year graduate level | | Essential knowledge and specialized subject knowledge required to perform the essential functions of the job: <ul style="list-style-type: none"> • Knowledge of teaching principles, practices, techniques and approaches for adult learners. • Knowledge of current trends, theories and technologies pertaining to learning and instruction. • Knowledge of GED standards and requirements. • State and federal ABE laws, rules and guidelines. • Fundamentals and general knowledge of cultural and language differences and their impact on learning. • Knowledge of assessment/testing procedures, techniques, and evaluation methods. • Knowledge of marketing and publicity methods to reach diverse communities. • Understanding of basic office equipment and software used by the district in maintaining records and files (i.e. word processing software, student record databases). • Community resources (e.g. health, housing, legal, language, etc.) available to adult learners. |
| | 2nd year graduate level | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Required Work Experience in Addition to Formal Education/Training: Minimum of a completion of assigned internship/practice teaching experience and degree program. | | | |

| PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities) | | | | | | | | | |
|--|------|----------|------------|----------|---|------|----------|------------|----------|
| Amount of Time Spent | | | | | Amount of Time Spent | | | | |
| <u>Physical Activities</u> | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 | <u>Lifting/Forcing Exerting</u> | None | 1/3 Less | 1/3 to 2/3 | Over 2/3 |
| Stand | | x | | | Up to 10 lbs | | | | x |
| Walk | | x | | | Up to 25 lbs | x | | | |
| Sit | | | | x | Up to 50 lbs | x | | | |
| Use hands to finger, handle or feel | | | | x | Up to 100 lbs | x | | | |
| Reach with hands and arms | | x | | | Over 100 lbs. | x | | | |
| Climb or balance | x | | | | | | | | |
| Stoop, kneel, crouch or crawl | x | | | | | | | | |
| Talk or hear | | | | x | | | | | |
| Taste or smell | x | | | | | | | | |
| PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities | | | | | | | | | |
| Physical requirements associated with the position can be best summarized as follows: | | | | | | | | | |
| Sedentary Work: | | | | | | | | | |
| Exerting up to 10 pounds of force occasionally and/or negligible amount of force constantly to lift, carry, push, pull, or otherwise move objects in the performance of the job. Job involves sitting much of the day. | | | | | | | | | |
| HAZARDOUS WORKING CONDITIONS | | | | | Unusual or hazardous working conditions related to performance of duties: | | | | |
| | | | | | Duties are generally performed in a typical school setting where there are minimal environmental hazards and risks associated with performing the requirements of the work. | | | | |

SECTION IV: DISTRICT MISSION AND CORE VALUES

| | |
|------------------------------------|--|
| <p>OUR MISSION</p> | <p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p> |
| <p>CORE VALUES</p> | <p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential. |
| <p>MISSION OUTCOMES</p> | <p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity. |
| <p>STRATEGIES</p> | <p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes. |
| <p>STRATEGIC DELIMITERS</p> | <p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas. |

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

| | |
|--|---------------------------------|
| <p>This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.</p> | |
| <p>_____</p> <p>Department Head's Signature</p> | <p>_____</p> <p>Date</p> |
| <p>Classification History: Created classification description 4/2016 BCC</p> | |

