

FREMONT SCHOOL DISTRICT  
JOB DESCRIPTION

**POSITION TITLE:** TEACHER, TITLE I PROGRAM

**JOB GOAL:** To provide an educational atmosphere in which at-risk students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with system philosophy, goals and objectives.

**QUALIFICATIONS:** 1. Bachelor's degree from an accredited educational institution.  
2. Certified by the State of NH in the appropriate area.  
3. Must meet NCLB Highly Qualified requirements.

**KNOWLEDGE,  
SKILL,  
ABILITIES**

Knowledge of child development and especially of characteristics of academically at-risk children in the ae group assigned. Knowledge of the prescribed curriculum. Knowledge of current educational research relating to instructional intervention with academically at-risk children. Basic understanding and knowledge of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others. Knowledge of laws, policies and procedures relating to the Title I program.

**REPORTS TO:** Principal.

**SUPERVISES:** N/A

**PERFORMANCE**

**RESPONSIBILITIES:** 1. Create or select long-range plans based on a review of system and state curriculum priorities, student profiles and instructional priorities.  
2. Define goals and objectives for unit and daily plans.  
3. Sequence content and activities appropriately.  
4. Identify specific intended learning outcomes which are challenging, meaningful and measurable.  
5. Revise plans based on student needs.  
6. Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs and socio-economic background.  
7. Develop or select instructional activities which foster active involvement of students in the learning process.  
8. Plan and prepare lessons and instructional strategies which support the school improvement plan and the system mission.  
9. Select, develop modify and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds and special needs.

10. Establish and maintain a positive and safe learning environment in which students are encouraged to be actively engaged in the learning process.
11. Maintain a clean, attractive and organized learning environment.
12. Maintain academic focus by using a variety of motivational techniques.
13. Establish and use behavior management techniques which are appropriate and effective.
14. Establish routines and procedures and work with students on consistently following them.
15. Create a learning climate that is challenging, yet non-threatening.
16. Maintain instructional momentum with smooth and efficient transitions from one activity to another.
17. Establish appropriate testing environment and ensure test security.
18. Establish and maintain effective and efficient record keeping procedures.
19. Manage time effectively.
20. Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
21. Manage materials and equipment effectively.
22. Organize materials for efficient distribution and collection.
23. Instruct and supervise the work of volunteers and aides when assigned.
24. Assist in enforcement of school rules, administrative regulations and Board policy.
25. Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
26. Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation.
27. Use ongoing assessment to monitor student progress, verify that learning is occurring, and adjust curriculum and instruction.
28. Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance.
29. Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.
30. Encourage self-assessment by students and assist them in developing plans for improving their performance.
31. Administer standardized tests in accordance with directions provided, including proctoring and secure handling of materials.
32. Evaluate the effectiveness of instructional units and teaching strategies.
33. Demonstrate knowledge and understanding of curriculum content.
34. Communicate high learning expectations for all students.
35. Apply principles of learning and effective teaching in instructional delivery.
36. Monitor learning activities, providing feedback and reinforcement to students.
37. Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
38. Use appropriate techniques and strategies to enhance the application of critical, creative and evaluative thinking capabilities of students.
39. Use appropriate materials, technology and resources to help meet learning needs of all students.
40. Assist students in assessing, interpreting and evaluating information from multiple sources.

41. Provide appropriate instruction and modifications for students with special needs, including special education students and students who have limited proficiency in English.
42. Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences.
43. Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.
44. Communicate effectively, orally and in writing, with other professionals, students, parents and community.
45. Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student needs.
46. Provide accurate and timely information to parents and students about academic and behavioral performance of students.
47. Work with other teachers in curriculum development, special activities, and sharing ideas and resources.
48. Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.
49. Engage in continuing improvement of professional knowledge and skills.
50. Assist others in acquiring knowledge and understanding of particular area of responsibility.
51. Keep abreast of developments in instructional methodology, learning theory, curriculum trends and content.
52. Act in a professional and ethical manner and adhere to professional standards at all times.
53. Perform assigned duties.
54. Demonstrate attention to punctuality, attendance, records and reports.
55. Maintain confidentiality of student and other professional information.
56. Comply with policies, procedures and programs.
57. Exercise appropriate professional judgment.
58. Support school improvement initiatives by active participation in school activities, services and programs.
59. Ensure that student growth/achievement is continuous and appropriate for age group, subject area and/or student program classification.
60. Perform other tasks consistent with the goals and objectives of this position.

**PHYSICAL DEMANDS:**

Light work: exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as needed to move objects.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the district's approved compensation plan.

Length of the work year and hours of employment shall be those established by the district.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**PHYSICAL ACTIVITY REQUIREMENTS:**

Primary Physical Requirements:

- |                                  |                       |
|----------------------------------|-----------------------|
| 1. Lift up to 10 lbs.:           | Frequently required   |
| 2. Lift 11 to 25 lbs.:           | Occasionally required |
| 3. Lift 25 to 50 lbs.:           | Occasionally required |
| 4. Lift over 50 lbs.:            | Not required          |
| 5. Carry up to 10 lbs:           | Frequently required   |
| 6. Carry 11 to 25 lbs:           | Occasionally required |
| 7. Carry 26 to 50 lbs:           | Occasionally required |
| 8. Carry over 50 lbs:            | Rarely required       |
| 9. Reach above shoulder height:  | Occasionally required |
| 10. Reach at shoulder height:    | Occasionally required |
| 11. Reach below shoulder height: | Occasionally required |
| 12. Push/Pull:                   | Rarely required       |

Hand Manipulation:

- |                            |  |
|----------------------------|--|
| 1. Grasping:               | Occasionally required                      |
| 2. Handling:               | Occasionally required                      |
| 3. Torquing:               | Occasionally required                      |
| 4. Fingering               | Frequently required                        |
| 5. Controls and Equipment: | Computer, telephone, copy and FAX machines |

Other Physical Consideration:

- |               |                 |
|---------------|-----------------|
| 1. Twisting:  | Rarely required |
| 2. Bending:   | Rarely required |
| 3. Crawling:  | Rarely required |
| 4. Squatting: | Rarely required |
| 5. Kneeling:  | Rarely required |
| 6. Crouching: | Rarely required |
| 7. Climbing:  | Rarely required |
| 8. Balancing: | Rarely required |

Work Surface(s):

Varies: carpeting, linoleum, tile, etc.

During the Work Day, Employee is Required to:

	<u>Consecutive Hours</u>	<u>Total Hours</u>
Sit	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Stand	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8
Walk	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8

Cognitive and Sensory Requirement(s):

- |                          |  |
|--------------------------|--|
| 1. Talking:              | Necessary for communicating with others.           |
| 2. Hearing:              | Necessary for receiving instructions and queries.  |
| 3. Sight:                | Necessary for doing job effectively and correctly. |
| 4. Tasting and Smelling: | Not required.                                      |

Specific Vocational Preparation Requirements:

- 1. Short demonstration only \_\_\_\_\_
- 2. Any beyond short demonstration up to and including 30 days \_\_\_\_\_
- 3. 30-90 days \_\_\_\_\_
- 4. 91-180 days \_\_\_\_\_
- 5. 181 days to 1 year \_\_\_\_\_
- 6. 1 to 2 years \_\_\_\_\_
- 7. 2 to 4 years \_\_\_\_\_
- 8. 4 to 10 years \_\_\_\_\_ X
- 9. Over 10 years \_\_\_\_\_

Other Training, Skills and Experience Requirements:

Computer skills, knowledge of computer networks, knowledge of computer hardware and software, knowledge of curriculum and grant-writing skills.

Summary of Occupational Exposures:

May be exposed to cleaning fluids and copier toner.

Other Considerations and Requirements:

This is a fairly sedentary position and employee is not required to do extensive physical exertion. Employee is occasionally required to do some lifting. Employee is typically able to sit, stand, and walk as needed.

**DISCLAIMER:**

The above statements are intended to describe the general nature and level of work being performed under this job description. The above statements are not to be construed as an exhaustive list of all knowledge, skills, abilities, and responsibilities required by personnel subject to this job description. All personnel may be required to perform duties outside of this job description as necessary from time to time. This job description does not constitute an employment agreement between the District and them employee and is subject to change by the District as the needs of the District and requirements of the job change. The Fremont School District is an Equal Opportunity Employer. Position is subject to Fremont School District policy, rules, and regulations.