



POSITION:	Title I Tutor
BUILDING:	Brick Elementary
DATE:	ASAP
FLSA STATUS:	Exempt
FTE STATUS:	Variable
RATE OF PAY:	\$24.00/hour
REPORTS TO:	Director of Curriculum & Instruction; Brick Elementary Principal

SUMMARY:

The Title 1 tutor promotes and develops successful reading and/or math instruction for students and performs related duties in accordance with District policies. The Title 1 tutor is responsible for group and individual instruction in reading and mathematics for students who meet state and federal guidelines. The Title 1 tutor supervises and develops lessons for, and measures student progress. The Title I tutor is also responsible for collaborating with teachers and administration the progress or lack thereof as it relates to student achievement.

TITLE I TUTOR PERFORMANCE RESPONSIBILITIES:

- Commits to ongoing learning; encourages, supports and mentors ongoing learning in students.
- Commits to high expectations for students, collaborating on a plan of success for each student and moving the student towards achievement.
- Commits to positive relationships and communication, promoting and modeling a safe and supportive learning culture for all.
- Commits to honoring all students, embracing their community and diversity.
- Commits to establishing a learning environment that is accountable for effective instruction, assessment and data-driven decision-making.
- Commits to using community resources to improve instruction.
- Commits to collegiality and professionalism of self and staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Implement a variety of assessment instruments to determine eligibility and instructional needs of students in reading. Collect and monitor student data and provide pre-and post-assessment data to program supervisor.
- Provide a variety of situational appropriate instructional techniques and methods. Use techniques and methodologies appropriate to student abilities.
- Demonstrate knowledge of and ability to use research-based principles of effective instruction. Organize instruction using learning objectives with clearly defined student outcomes. Employ teaching strategies congruent with planned student outcomes. Select teaching strategies emphasizing active student involvement.
- Develop and maintain a classroom environment conducive to effective student learning:
- Develop, communicate and enforce expectations for student behavior and participation.
- Communicate goals and academic expectations to students.
- Provide students with feedback on their performance so they can take an active role in their own success.

- Provide for the health and safety of students in all instructional settings
- Prepare effectively for reading instruction:
- Prepare daily lesson plans that address student skill deficits and that actively engage all students.
- Provide instruction based on District reading and math standards.
- Employ effective instructional strategies:
- Communicate learning targets
- Use a balance of direct instruction, guided practice and individual practice
- Use effective engagement strategies
- Use effective questioning strategies (to engage students cognitively
- Assess progress regularly and communicate to students
- Develop and communicate appropriate progress (grading standards) to students:
- Establish written grading standards that are clear and incorporate a variety of graded activities (consistent with district/state requirements)
- Assure that grading standards are explained, and understood by the students, and available to parents at regular intervals
- Develop and maintain positive interpersonal relationships:
- Model personal behaviors of honesty, fairness, courtesy and consideration
- Maintain a cooperative relationship with all members of the school community
- Communicate effectively with administration, parents, staff, and students
- Instruct and direct assigned instructional assistants to maximize delivery of instructional services
- Provide documentation of student progress:
- Provide timely and accurate feedback/documentation to students and parents and program supervisor
- Maintain appropriate records of student performance
- Keep administration and teachers informed through written and oral communication
- Exhibit personal interest and encourage student interest in mathematics and reading:
- Perform other related duties as assigned by the principal and/or superintendent:
- Participate in organizational quality.
- Participates in district and school initiatives, adheres to building and district school improvement plans.
- Keep in confidence all personal, student or personnel records and information.
- Adheres to district and school rules and procedures.
- Conducts behavior to demonstrate collegiality and professionalism.
- Mandated Reporter for Child Abuse and Neglect.
- Regular and reliable attendance is an essential function of the position.
- Performs other duties as assigned by the Principal/Director of Curriculum & Instruction.

SUPERVISORY RESPONSIBILITIES:

- Position includes supervisory responsibilities over Students.

EDUCATION and/or EXPERIENCE:

- Applicant must have at least a bachelor's degree.
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.
- Applicants must satisfactorily pass a criminal background check as defined by the State of Michigan.

LANGUAGE SKILLS:

- Ability to explain and demonstrate appropriate teaching techniques.
- Ability to read, analyze and interpret periodicals and professional journals.

- Ability to effectively present information and respond to questions from groups of educators, students and the general public.
- Ability to write lesson plans, business correspondence and other related correspondence.
- Ability to express self clearly, both orally and in writing.
- Ability to read, analyze and interpret information.

TECHNICAL SKILLS:

- Ability to integrate technology into the everyday workflow is necessary.
- Ability to utilize District technology and work to maintain proficiency, as required skill sets change with technology and/or the needs of the District.
- Ability to use computer technology for research, data management, communications and other instruction.
- Ability to use a personal computer (PC) or MAC in a networked environment to utilize the Internet and other electronic communications mechanisms.
- Knowledge of productivity applications such as Microsoft Office (word processing, spreadsheets, database and presentation software) is required.
- Reliable access to internet and technology which allows for remote meetings and remote education opportunities from home

MATHEMATICAL SKILLS:

- Ability to apply the concepts of basic math, algebra and geometry consistent with the duties of this position.

REASONING ABILITY:

- Highly proficient in subject areas of: reasoning, problem solving, organizational dynamics and emotional intelligence.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Exhibit high level of professionalism with the ability to handle confidential information, use good judgment, plan and handle complex projects and maintain a flexible attitude.
- Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
- Ability to define problems, collect data, establish facts and draw valid conclusions.

INTERPERSONAL SKILLS:

- Ability to build rapport with others and to serve diverse populations.
- Ability to take initiative; work well with others as a collaborative team member and exhibit good communication skills.
- Ability to work effectively and collaboratively with other departments, agencies and individuals.

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 regularly required to stand; walk; use hands to finger, handle or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 35 pounds such as books and teaching material. Specific vision abilities required by this job include close vision, distant vision and the ability to adjust focus. The ability

to travel to other buildings is required. The position requires the individual to sometimes work irregular or extended work hours and meet multiple demands from several people.

ENVIRONMENTAL ADAPTABILITY:

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 quiet to loud depending upon the activity in the particular part of the day. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being and work out-put of students. The employee is exposed to infections at a greater risk than the average person. Occasionally the employee may be required to be outdoors for a short period of time, and therefore subject to varying weather conditions, for purposes of accomplishing the essential functions of this job.

TERMS:

The contract, salary and other employment conditions will be established by the Board of Education. Further, applicant must agree to fully participate in all relevant training inclusive of or unique to the building assigned and the District. This is a grant funded position that must be renewed each year and may be discontinued upon reallocation of the grant funds or nonrenewal of the grant.

FUNCTIONS OF POSITION DESCRIPTION:

This position description has been prepared to define the general duties of the position, provide examples of work and to detail the required knowledge, skills and ability as well as the acceptable experience and training for the position. The description is not intended to limit or modify the right of any supervisor to assign, direct and control the duties of employees under supervision. Lincoln Consolidated Schools retains and reserves any and all rights to change, modify, amend, add to or delete from any portion of this description in its sole judgment.

APPLICATION PROCEDURE:

Complete all sections of the online application at:

EQUAL EMPLOYMENT OPPORTUNITY

Lincoln Consolidated Schools is an equal opportunity employer, in compliance with the Americans with Disabilities Act. The District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

Lincoln Consolidated Schools does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, height, weight, familial status, marital status, genetic information or any legally protected characteristic, in its programs and activities, including employment opportunities.

Employee

Date

Human Resources Representative

Date