

Targeted Services Instructor Job Description

Position Title:	Targeted Services Instructor	Date: December 2025-May 2026
Department:	Community Education	Location: Varied
FTE:	1-2 hours, before and/or after school	
Accountable To:	Community Education Supervisor, Targeted Services	

Primary Objective of Position:

The primary objective of this position is to provide targeted, supplemental academic instruction that supports students who benefit from additional learning opportunities beyond the regular school day. Targeted Services classes are offered before or after school at each of our eight elementary schools and the middle school, giving students smaller group settings where they can strengthen essential English Language Arts and Mathematics skills. The instructor's role is to help decrease proficiency gaps by delivering engaging, nontraditional instruction; building positive, trusting relationships; and creating a supportive learning environment where students can grow, stay engaged, and gain confidence in their academic abilities.

Major Areas of Responsibility

Deliver high-quality, standards-aligned instruction based on each student's Continued Learning Plan (CLP).

Provide supplemental support in literacy and/or math using engaging, hands-on student-centered activities.

Build strong relationships with students to increase engagement, motivation, and achievement.

Create a positive, inclusive, and predictable classroom environment.

Collaborate with the Out-of-School Time Site Supervisor, classroom teachers, and school staff.

Complete required Targeted Services documentation (attendance, CLPs, progress summaries).

Communicate with families as needed regarding schedule changes, attendance concerns, and student progress.

Follow district policies and Minnesota Department of Education Targeted Services guidelines.

Reports suspected child abuse as mandated by law.

Maintains confidentiality and data privacy

Knowledge, Skills and Abilities

Valid Minnesota Elementary Teaching License is preferred, but not required.

Understanding of elementary literacy and math instructional practices.

Ability to adapt instruction for students who may struggle in traditional settings.

Strong relationship-building, communication, and classroom-management skills.

Ability to create engaging, culturally responsive, and supportive learning environments.

Performance Expectations

Deliver high-quality instruction that aligns with each student's Continued Learning Plan (CLP) and supports measurable academic growth.

Demonstrates professionalism and reliability, including consistent attendance, punctuality, and preparation.

Use proactive behavior strategies and trauma-informed practices to support student success.

Communicate clearly and respectfully with families and staff, maintaining confidentiality at all times.

Adapt instruction as needed, using data, student responses, and observations to adjust pacing and strategies.

Is able to work flexible hours during the day, mornings and evenings, before or after school.