



Brownsville Independent School District Job Description

Date:

Employee Name:*

Employee ID #:

School or

Department:

Title:

English Language Arts & Reading Teacher (Title I-A Funded)

Pay Grade Level:

Teacher Hiring Salary - 187 Days

(This position is categorized as contractual under the BISSD Board Adopted Employment Policy DCB Legal)

REPORTS TO: Campus Principal

RESPONSIBILITY: The role of the **Title I-A English Language Arts and Reading Teacher** is to provide students, especially those that are low-performing and in danger of/or not meeting State academic achievement and State academic assessment standards, with appropriate learning activities and experiences in the foundation curriculum subject area assigned in order to help them fulfill their potential for intellectual and cognitive growth.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to satisfactorily perform each essential function as listed in the evaluation portion of this document. The requirements listed below are representative of the knowledge, skill, and/or ability required to perform the essential functions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PREREQUISITES:

- * Bachelor's Degree from accredited university;
- * Valid Texas teacher certificate with required endorsements or required training for subject and level assigned; and
- * Highly qualified status in the subject area, if applicable.

PREFERRED:

- * General knowledge of curriculum & instruction;
- * Ability to instruct students and manage their behavior; and
- * Strong organizational, communication, and interpersonal skills.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of students, parents, colleagues, administrators and the general public.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS AND ABILITIES: Computer and spreadsheet skills are required. Ability to apply knowledge of current research and theory in the specific field. Ability to adjust instruction as needed to accommodate the learning style of low performing students. Ability to establish and maintain effective working relationships with students, staff and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies.

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 sit, talk and hear. The employee is required to frequently walk and stand. Specific vision abilities required by this job include close vision, color vision and depth perception. Occasionally, yet essential to the position the individual must meet deadlines with severe time constraints, interacting with the public and other workers. Occasionally, the position requires the employee to work irregular or extended hours, direct responsibility for the safety, and well-being or work output of other people and meet multiple demands from several people.

WORK ENVIRONMENT: 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 usually moderate to quiet. Work is normally performed indoors and occasionally outdoors.

This document describes the various responsibilities and competencies expected of the Title I-A ELAR Teacher.

INSTRUCTIONAL DUTIES:

1. Develop and implement lesson plans that fulfill the requirements of the State's and District's curriculum program and show written evidence of preparation as required.
2. Prepare lessons that reflect accommodations for differences in student learning styles.
3. Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations and will actively engage those low-performing students in danger of/not meeting the State academic achievement or State academic assessment standards.
4. Plan and use appropriate instructional and learning strategies, activities, scientifically, research-based materials, and equipment that reflect understanding of the different learning styles and needs of students assigned.
5. Conduct assessment of student learning styles and use results to plan instructional activities aimed at closing the achievement gap between low-performing students and other higher performing peers.
6. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).

7. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements and aligned to the needs of the low-performing students in danger of/not meeting State academic achievement and State academic assessment standards.
8. Use technology to strengthen the teaching/learning process and increase the active participation of all students, especially those that are low-performing and in danger of/not meeting the State academic achievement and State academic assessment standards.

STUDENT GROWTH & DEVELOPMENT:

9. Help students analyze and improve study methods and habits.
10. Conduct ongoing assessment of student achievement through formal and informal testing. Document, analyze results and modify instruction in a manner which will ensure the success of all students, especially those that are low-performing and in danger of/not meeting State academic achievement and State assessment standards.
11. Assume responsibility for after-school tutorials as assigned. Sponsor outside activities approved by the campus principal that do not conflict with Title I-A guidelines and are not part of the regular academic school day.
12. Be a positive role model for students, support mission of school district, and goals of the Title I-A program.

CLASSROOM MANAGEMENT & ORGANIZATION:

13. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students that ensures the active successful participation of all students, especially those that are low-performing and in danger of/not meeting State academic achievement and State assessment standards.
14. Manage student behavior in accordance with Student Code of Conduct and student handbook which ensures a safe, positive, supportive, respective learning environment.
15. Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
16. Assist in selection of books, equipment, and other instructional materials that are scientifically, research-based and support the full implementation of the State's and District's curriculum and/or initiatives.

COMMUNICATION:

17. Establish and maintain open communication by conducting conferences with parents, students, principals, and teachers.
18. Maintain a professional relationship with colleagues, students, parents, and community members.
19. Use effective communication skills to present information accurately and clearly. Occasionally, redirect and/or clarify instruction especially for those low-performing students that are in danger of/not meeting State academic achievement and State academic assessment standards.

PROFESSIONAL GROWTH & DEVELOPMENT: WORKING CONDITIONS:

- 20. Participate in staff development activities to improve job-related skills, especially in the areas of scientifically, research-based strategies and differentiated instruction to ensure success for those low-performing students in danger of/or not meeting State academic achievement and State academic assessment standards.
- 21. Keep informed of and comply with Federal, State, District, and school regulations and policies for classroom teachers.
- 22. Compile, maintain, and file all physical and computerized reports, records, and other documents required and upon request.
- 23. Attend and participate in faculty meetings and serve on staff committees as required.

MENTAL DEMANDS/PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS: Maintain emotional control under stress. Entails frequent standing, stooping, bending, pulling and pushing. Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

The foregoing statements describe the general purpose and responsibilities assigned to this Title I-A job description and are not an exhaustive list of all responsibilities that may be assigned or skills that may be required.

Employee's Signature _____ ID# _____ Date _____

Administrator's Signature _____ Date _____

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