BARNESVILLE ELEMENTARY SCHOOL

Elementary Title I Paraprofessional

Supporting foundational skills, classroom participation, and student confidence.

This hourly paraprofessional supports Title I students at Barnesville Elementary School under teacher supervision. The position provides individual and small-group tutoring, reinforces classroom learning, assists with assessments and progress records, and supports positive learning routines.

Position at a Glance

EMPLOYMENT Hourly paraprofessional | Schedule as assigned	**REPORTS TO** Elementary School Principal
WORK SETTING Barnesville Elementary School	**DAILY SUPERVISION** Title I and classroom teachers
WRITTEN AND REVISED Fall 2026	**JOB EVALUATION DATE** TBD

Role Focus

45%	**INDIVIDUAL AND SMALL GROUP INSTRUCTION** | Tutoring, practice, and reteaching
15%	**CLASSROOM AND ASSIGNMENT SUPPORT** | Assignments, materials, and participation
15%	**ASSESSMENT AND PROGRESS RECORDS** | Assessments, observations, and records
10%	**BEHAVIOR AND LEARNING ROUTINES** | Positive behavior and learning routines
10%	**TEACHER AND TEAM COLLABORATION** | Communication, meetings, and follow-through
5%	**CLERICAL AND MATERIAL SUPPORT** | Preparation and limited clerical assistance

Percentages are estimates for review. Clerical work must not exceed 20 minutes per day.

Qualification Snapshot

High school diploma or equivalent and one of the following Title I qualification pathways:

COLLEGE	ASSESSMENT	LOCAL ASSESSMENT
At least two years of college coursework (60 semester credits) from an accredited institution, or an associate's degree or higher.	A qualifying Paraeducator or ParaPathways assessment score, or a previously earned passing ParaPro score accepted by MDE.	District-validated formal assessment of required Title I competencies, with supporting documentation retained by the district.

Core Capabilities

- Builds patient, respectful relationships with children.
- Follows teacher-developed lessons and directions.
- Supports reading, writing, and mathematics skills.
- Keeps accurate records and protects confidentiality.
- Communicates clearly and works well with staff.
- Experience working with elementary children preferred.

ESSENTIAL DUTIES AND RESPONSIBILITIES

01 Individual and Small Group Instruction — 45%

Teacher-directed tutoring, practice, explanation, and reteaching

- Tutors elementary Title I students individually or in small groups using instructional objectives, lesson plans, and materials developed by teachers.
- Reinforces reading, writing, mathematics, and other assigned skills through guided practice and activities selected by the supervising teacher.
- Explains directions, models assigned tasks, and reteaches skills using teacher-approved methods and examples.
- Provides prompts, practice opportunities, and feedback that help students build confidence and complete learning tasks.
- Encourages students to use taught strategies and work more independently, reducing assistance as directed by the teacher.
- Shares student questions, errors, and responses to instruction with the teacher and carries out teacher-directed adjustments.

02 Classroom and Assignment Support — 15%

Access to lessons, learning materials, and classroom participation

- Assists Title I students in classrooms and other assigned learning spaces while following teacher direction and established schedules.
- Helps students understand assignments, organize materials, begin work, and follow the steps needed to complete tasks.
- Clarifies or modifies assignments and materials only as directed by the teacher, preserving the intended learning objectives.
- Uses teacher-approved visual aids, manipulatives, and instructional technology to support access to learning activities.
- Encourages active participation, appropriate requests for help, and respectful interactions with classmates.
- Coordinates with teachers when classroom assignments or student needs change and reports barriers to participation promptly.

03 Assessment and Progress Records — 15%

Assigned assessments, objective scoring, and accurate student records

- Administers assigned formal or informal assessments, such as spelling tests or skill checks, within completed training and applicable testing procedures.
- Scores objective tests and written work using teacher-provided answer keys or scoring directions; refers unclear responses to the teacher.
- Observes, records, and charts student performance, behavior, and responses to instruction using forms and methods selected by professional staff.
- Maintains accurate, timely Title I student records and provides requested progress information to the supervising teacher.
- Protects assessment materials and confidential records; teachers retain responsibility for interpreting results and making instructional decisions.

04 Behavior and Learning Routines — 10%

Consistent expectations, positive support, and readiness to learn

- Implements teacher-directed behavior support strategies in classrooms and other assigned educational settings.
- Uses expectations, prompts, reinforcement, and redirection consistent with those used by teachers and other professional personnel.
- Helps students practice routines for listening, taking turns, managing materials, and moving between learning activities.
- Responds calmly to frustration or disengagement and requests staff assistance when additional support is needed.
- Reports behavior concerns and relevant observations to the teacher and follows district procedures for student safety.

05 Teacher and Team Collaboration — 10%

Shared planning information, student meetings, and reliable follow-through

- Works alongside teachers as a member of the instructional team while carrying out assigned responsibilities reliably.
- Participates in team meetings concerning students served and shares factual observations, progress records, and concerns.
- Reviews lesson directions and daily priorities with supervising staff, asks for clarification, and completes assigned follow-up.
- Completes, signs, and submits required time and effort records accurately and on time, documenting actual time spent on Title I and other assigned duties.
- Communicates with families as directed and refers questions about eligibility, assessments, program decisions, or grades to professional staff.

06 Clerical and Material Support — 5%

Teacher-requested preparation; clerical work limited to 20 minutes daily

- Provides teacher-requested clerical assistance for no more than 20 minutes per day, consistent with the position's instructional purpose.
- Collects, organizes, or enters student information for teacher use within the daily clerical limit and district confidentiality procedures.
- Copies and assembles instructional materials as requested within the daily clerical limit.
- Organizes assigned learning materials and returns supplies to designated locations so they are ready for instruction.
- Alerts the supervisor when clerical requests would exceed the daily limit or interfere with scheduled student support.

Training and Assignment Requirements

Meets Title I qualification requirements before providing instructional services. Completes district orientation and training for assigned duties. A qualified licensed teacher plans and evaluates instructional support and remains in close physical proximity while services are provided.

07 Professional Context

Decision-making, working conditions, physical effort, and mental effort

Decision Making and Major Challenges

Follows teacher-developed lessons, instructional objectives, and behavior strategies. Uses judgment within assigned directions and seeks clarification when needed. Teachers retain responsibility for lesson design, assessment interpretation, program changes, and evaluation of student learning.

Working Conditions

Works in elementary classrooms, small-group spaces, and other assigned school settings. The work includes frequent student and staff contact, movement between learning spaces, noise, interruptions, and changing instructional needs.

Physical Effort

Requires sitting, standing, walking, bending, reaching, and working at student-level tables or desks. Handles books, supplies, and instructional materials and moves between assigned spaces. Essential duties may be performed with reasonable accommodation.

Mental Effort

Requires sustained attention, patience, accurate observation and recordkeeping, and clear communication. Must follow lesson directions, support students with differing needs, maintain confidentiality, and respond calmly to interruptions or frustration.

08 Accountability and Expected Outcomes

Position accountability and annual performance expectations

The Elementary School Principal evaluates performance annually with input from supervising Title I and classroom teachers.

Supervision of Others

Provides assigned student support and supervision under teacher and school staff direction. Has no formal responsibility for supervising or evaluating employees.

Equipment and Technology

Uses books, manipulatives, visual supports, computers or tablets, approved instructional programs, assessment materials, district record systems, and copying equipment as trained and directed.

Job Outcomes

- Students receive consistent, teacher-directed support aligned with their instructional needs.
- Students strengthen foundational skills, confidence, and independence through guided practice.
- Assessments, scoring, observations, and progress records are completed accurately as directed.
- Teachers receive timely information that helps them plan instruction and monitor student progress.
- Students experience respectful support, consistent expectations, and protection of confidential information.
- Assigned duties and training are completed reliably, and clerical work remains within the 20-minute daily limit.

Position Description Statement

This description summarizes the general nature of the work expected of an individual assigned to this position. Employees may be required to perform other job-related duties requested by their supervisor. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.