

SECTION C

JOB DESCRIPTIONS FOR CERTIFIED PERSONNEL

TEACHERS

<u>Job Description for</u>	<u>Page</u>
English Language Learner Teacher	C-3
Gifted/Talented Education Teacher	C-5
Homebound Teacher	C-8
Lead Teacher	C-10
Reading Specialist Teacher	C-12
Special Education Teacher	C-15
Substitute Teacher	C-17
Teacher	C-18

English Language Learner (ELL) Teacher

REPORTS TO: Director of Special Programs

QUALIFICATIONS: Valid Kentucky Teacher Certification and endorsement for English Language Learner

GENERAL RESPONSIBILITIES: To help limited English proficient students learn language and skills that will contribute to their developmental progress in the regular school curriculum.

DUTIES:

1. Set goals and objectives and plans appropriate related learning activities.
 2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the limited English language learner (ELL).
 3. Works in collaboration with Director of Special Programs and Principals to determine schedules that best meet the needs of ELL students. Meets and instructs assigned classes in the locations and at the times designated.
 4. Supervises all ELL students assigned to them and maintains proper classroom discipline.
 5. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the ELL students.
 6. Prepares and has available at school complete and up-to-date weekly plans which provide goals, objectives, and learning activities for ELL students assigned.
 7. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor. Leaves appropriate plans for substitutes that are easily understood.
 8. Exhibits a positive, helpful attitude toward all pupils in order to help them develop and mature mentally, physically, emotionally, and socially.
 9. Employs a variety of instructional techniques and instructional media in meeting the needs of each student.
 10. Strives to implement, by instruction and action, the district's philosophy of education and instructional goals and objectives.
-

(Continued)

11. Assesses the accomplishments of ELL students on a regular basis and provides progress reports as required.
 12. Maintains accurate, complete, and correct records, and respects the confidentiality of same.
 13. Develops reasonable rules of classroom behavior and maintains order in the classroom.
 14. Keeps parents well informed regarding ELL students' progress.
 15. Is familiar with all teacher and district handbooks and adheres to and complies with policies of the board of education and administrative procedures.
 16. Displays a positive attitude toward learning and professional behavior in dealing with students.
 17. Treats and maintains properly all equipment, materials, supplies, and textbooks assigned to him/her.
 18. Administers standardized tests as required by the school district, and coordinates administration of assessments in collaboration with the District Assessment Coordinator.
 19. Enrolls in an ELL endorsement program if needed for proper certification.
 20. Works closely and communicates regularly with district administration, school administrators, and teachers in implementing the ELL program.
 21. Serves as a resource for classroom teachers for differentiating instruction in the regular classroom setting to meet the needs of ELL students.
 22. Assists the Director of Special Programs in coordinating the ELL program.
 23. Performs other duties as assigned by the Director of Special Programs.
-

APPROVED BY: ELIZABETHTOWN BOARD OF EDUCATION

February 5, 1990

REVIEWED, REVISED AND RE-ADOPTED:

May 16, 2016

ELIZABETHTOWN INDEPENDENT SCHOOLS

Page 2 of 2

Gifted and Talented Education Teacher

REPORTS TO: Instructional Coordinator

QUALIFICATIONS: Valid Kentucky Teacher Certification with Gifted Education Endorsement

GENERAL RESPONSIBILITIES: To identify the students to be served and to provide gifted students with advanced learning and enrichment activities, experiences, and opportunities in specifically designated areas of curriculum, helping the gifted students utilize his/her special intellectual gifts as fully as possible.

DUTIES:

A. Administrative and Organizational Management

1. Coordinates the identification, selection, and placement of students.
2. Confers with the principals and/or teachers on student evaluation as requested.
3. Develops an improved understanding of gifted students' educational needs on the part of teachers, administrators, and parents and interprets the educational needs.
4. Works with principals in organizing and coordinating gifted education in their buildings in order to effect horizontal and vertical continuity and articulation of the gifted education program throughout the district.
5. Compiles statistical data on student evaluation.
6. Disseminates information concerning opportunities for gifted children to parents, students, and staff.
7. Disseminates suggested activities to teachers of primary students on a periodic basis.
8. Other duties as assigned.

B. Development of Curriculum and Supervision

1. Assists in curriculum development, implementation, and revision.
2. Serves at the request of building principals as a gifted education consultant to teachers.
3. Performs in-service and/or faculty meeting reports as needed to inform staff of changes and/or trends in gifted education.

Gifted and Talented Education Teacher (Continued)

-
4. Exhibits an active involvement in gifted education, and awareness of current trends, and appropriate training in the assigned areas of instruction.
 5. Keeps current with educational developments and the literature in the field of gifted education.
 6. Becomes involved in ongoing special training for gifted education.
 7. Provides recommendations to teachers for revision of goals and instructional objectives to more fully accommodate student needs.
 8. Aids in locating and evaluating materials and equipment needed to meet instructional objectives.
 9. Other duties as assigned.

C. Instructional Leadership

1. Meets on a regularly scheduled basis with such students as having been identified as being capable of work in the area of competence at a higher level than that of the regular curriculum offering.
2. Sets up such problems, experiments, projects, and activities related to student needs, interests, and capabilities as indicated.
3. Identifies areas of student strengths and weaknesses and plans further learning experiences and activities accordingly.
4. Supervises students in the preparation and execution of independent student projects in the area of special competence.
5. Arranges for field trips as appropriate and feasible.
6. Notifies and/or meets with parents to discuss student progress as requested or needed.
7. Works with gifted children and youth, with an appreciation of the characteristics of the gifted and a willingness to be flexible, to be questioned, and to learn from the pupils, teachers, administration, and parents.
8. Shows enthusiasm about gifted education and actively promotes gifted education in the community.

**Gifted and Talented Education Teacher
(Continued)**

9. Shows flexibility in attitude and seeks new approaches in providing for the needs of the gifted.
10. Plans and meets the needs of gifted students in a variety of ways so that the needs of gifted students who are not participating in the pull-out program are also met.
11. Other duties as assigned.

APPROVED BY: ELIZABETHTOWN BOARD OF EDUCATION

February 5, 1990

REVIEWED, REVISED AND RE-ADOPTED:

February 16, 2016

ELIZABETHTOWN INDEPENDENT SCHOOLS

Page 3 of 3

Teacher of the Homebound

REPORTS TO: Instructional Coordinator and/or His/Her Designee

QUALIFICATIONS: Valid Kentucky Teacher Certification

GENERAL RESPONSIBILITIES: To ensure that every homebound child in the district capable of benefiting from instruction be provided with an ongoing educational program.

DUTIES:

1. Works with members of the special services and pupil personnel teams to identify the educational needs and the physical and learning capabilities of those students assigned to him/her.
2. Devises, with the advice of curriculum specialists, an instructional program for each assigned student receiving homebound instruction on a permanent basis.
3. Devises, with the advice of the student's regular teacher or teachers, an instructional program for each assigned student receiving homebound instruction on a temporary basis.
4. Meets with each assigned student on a regularly scheduled daily basis for the purpose of providing instruction.
5. Acquires personal acquaintanceship with the student's parents or guardians, and works to establish with them an understanding and cooperative relationship based on the student's individual needs.
6. Files written progress reports on each assigned student with the student's parents or guardians, and in the case of students temporarily assigned, with their regular teacher or teachers.
7. Keeps, maintains and files such reports and records as the special services director may require, including attendance reports, case evaluation, and the like.
8. Assumes responsibility for obtaining textbooks and other teaching materials necessary through the procedures established.
9. Interprets the program for the homebound to the regular district staff and to the community at large as required.
10. Keeps informed in a systematic way of trends and new methods in education, remaining always alert to possibilities inherent in such information for adaptation to the particular need of homebound instruction.
11. Other duties as assigned by the immediate supervisor.

APPROVED BY: ELIZABETHTOWN BOARD OF EDUCATION

December 10, 1984

REVIEWED AND RE-ADOPTED:

February 5, 1990

REVIEWED, REVISED, AND RE-ADOPTED

December 19, 2016

ELIZABETHTOWN INDEPENDENT SCHOOLS

Page 2 of 2

Lead Teacher

REPORTS TO: Instructional Coordinator and Building Principal

QUALIFICATIONS: Valid Kentucky Teacher Certification

GENERAL RESPONSIBILITIES: To provide service to colleagues as an instructional specialist, curriculum facilitator, school leader, catalyst for change, and ongoing learner of professional practices.

DUTIES:

1. Help colleagues implement effective teaching practices; implement and model instructional practices and strategies; house professional resources, instructional materials, readings, etc. and share them with colleagues.
2. Facilitate professional learning environment among colleagues; work to understand applicable content standards; lead teachers to agree upon standards, follow adopted curriculum, use common pacing guides, and develop shared assessments.
3. Fully support school and district initiatives; share the vision of the school; align professional goals with those of school and district; share responsibility for the success of the school as a whole.
4. Serves as a change agent in the school and district; displays a strong commitment to continual improvement; poses questions to generate an analysis of student learning; offers practical and realistic solutions to school problems.
5. Model continual improvement; demonstrate lifelong learning to help students achieve; explore, identify, and implement new strategies to try out in the classroom.
6. Attend training, conferences, and workshops that have relevant information on curriculum, instruction, and assessment.
7. Share information and strategies with teachers on the instructional team as well as others in their school and district.
8. Assist in planning and implementing necessary professional development, professional learning, and other training activities.

Lead Teacher (continued)

9. Meet on a regularly scheduled basis with the Assistant Superintendent for Student Learning, Instructional Coordinator, and/or Instructional Coach along with fellow district lead teachers to assist in the decision-making process for district professional development plans and the vision and direction of curriculum and instruction initiatives.
10. Meet on a regularly scheduled basis with the school principal and school instructional team.
11. Model lessons for others (as requested) and collaborates with others to help with implementation.
12. Perform other duties as assigned by the Assistant Superintendent for Student Learning, Instructional Coordinator, and/or Building Principal.

Teacher/Reading Specialist

REPORTS TO: Building Principal

QUALIFICATIONS: Valid Kentucky Teacher Certification

GENERAL RESPONSIBILITIES:

- A. To help instruct all students reading below grade level to teach at grade level or above by addressing the five major components as recommended by the National Reading Panel: Phonemic Awareness; Phonics; Fluency; Comprehension; vocabulary.
- B. Provide literacy strategies and assessment training/assistance to teachers/instructional staff which primarily target students reading below grade level.

DUTIES:

- 1. Sets goals and objectives and plans appropriate learning activities related to the goals and objectives in order to teach the skills and/or content materials in accordance with adopted curriculum guides.
- 2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
- 3. Meets and instructs assigned classes in the locations and at the times designated.
- 4. Supervises all pupils assigned to them and insures that proper discipline is maintained.
- 5. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- 6. Prepares and has available at school complete and up-to-date weekly lesson plans that provide goals, objectives, and learning activities for pupils assigned.
- 7. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor. Leaves appropriate plans for substitutes that are easily understood.
- 8. Exhibits a positive, helpful attitude toward all pupils in order to help them develop and mature mentally, physically, emotionally, and socially.

Teacher/Reading Specialist (Continued)

9. Employs a variety of instructional techniques and instructional media in meeting the needs of the student.
10. Strives to implement, by instruction and action, the district's philosophy of education and instructional goals and objectives.
11. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
12. Maintains accurate, complete, and correct records, and respects the confidentiality of same.
13. Develops reasonable rules of classroom behavior and maintains order in the classroom.
14. Keeps parents well informed regarding students' progress.
15. Attends all faculty, departmental, and other school-related meetings and serves on committees as determined by the immediate supervisor, Instructional Coordinator, or Superintendent.
16. Performs extracurricular and co-curricular and other out-of-classroom assignments made in accordance with policies of the board of education and administrative procedures.
17. Is familiar with all teacher and district handbooks and adheres to and complies with policies of the board of education and administrative procedures.
18. Displays a positive attitude toward learning and professional behavior in dealings with students.
19. Treats and maintains properly all equipment, materials, supplies, and textbooks assigned to him/her.
20. Administers testing as required by the school district.
21. Helps identify students and diagnoses specific problems with reading difficulties.
22. Serves identified students in the area of reading.

Teacher/Reading Specialist (Continued)

- 23. Develops, implements, and evaluates an individual educational plan for targeted students.
- 24. Consults with school personnel and parents regarding the unique educational needs of students served by the reading specialist.
- 25. Procures and maintains a range of instructional materials to meet the needs of targeted students.
- 26. Conducts ongoing assessments that measure the individual growth of targeted students.
- 27. Works in concert with the Instructional Coordinator to plan and provide ongoing teacher training in the area of literacy.
- 28. Performs other duties as assigned.

APPROVED BY: ELIZABETHTOWN BOARD OF EDUCATION

April 15, 2002

REVIEWED, REVISED and RE-ADOPTED:

September 19, 2005

ELIZABETHTOWN INDEPENDENT SCHOOLS

PAGE 3 OF 3

Special Education Teacher

REPORTS TO: Building Principal

QUALIFICATIONS: Valid Kentucky Teacher Certification for Special Education

GENERAL RESPONSIBILITIES: To provide special education instruction, supports, and services to children classified as educationally disabled, as defined by state and federal guidelines.

DUTIES:

1. Determines the instructional needs of children with disabilities through formal and informal assessments.
2. Develops, implements, and evaluates the Individual Education Plan (IEP) of students as prescribed by district, state, and federal guidelines.
3. Conducts an annual review of each pupil's progress toward instructional goals and objectives.
4. Participates as a member of the Admissions and Release Committee.
5. Assists in determining the eligibility for special education and related services through the administration of appropriate norm-referenced and criterion-referenced tests, in conjunction with the school psychologists.
6. Consults with school personnel and parents regarding the educational needs of disabled children.
7. Facilitates the placement of disabled children into "mainstream" settings, as appropriate.
8. Consults with regular classroom teachers with respect to methods and materials.
9. Serves as a member of the Referral Review Committee and participates in the development of pre-referral intervention strategies.
10. Procedures and maintains a range of instructional materials to meet the needs of disabled children.

Special Education Teacher (Continued)

11. Seeks to involve parents in the educational decision-making process.
12. Manages the educational program of each disabled child in the class, including scheduling into other classes, services coordination, instructional service delivery, and behavioral management.
13. Provides data for the automated special education management information system to the Program Developer.
14. Attends and participates in various functions scheduled by the Program Developer.
15. Maintains records of instruction as per state and federal guidelines.
16. Performs other duties as assigned.

APPROVED BY: ELIZABETHTOWN BOARD OF EDUCATION

December 10, 1984

REVIEWED AND RE-ADOPTED:

February 5, 1990

ELIZABETHTOWN INDEPENDENT SCHOOLS

Page 2 of 2

Substitute Teacher

REPORTS TO: Building Principal

QUALIFICATIONS: Minimum of 64 college credit hours with at least a 2.5 GPA

GENERAL RESPONSIBILITIES: To enable each child to pursue his/her education as smoothly and completely as possible in the absence of his/her regular teacher.

DUTIES:

1. Reports to the building principal, or school secretary, upon arrival at the school building.
2. Reviews with the principal, department head, or designated teacher all plans and schedules to be followed during the teaching day.
3. Maintains as fully as possible the established routines and procedures of the school and classroom to which he/she is assigned.
4. Teaches the lesson outlined and described as prepared by the absent teacher.
5. Consults with the building principal (department head, designated teacher) before initiating any teaching or other procedures not specified in the Substitute Teacher's Handbook.
6. Assumes responsibility for overseeing pupil behavior in class and during lunch and recess periods.
7. Reports in writing, on the form provided by the school secretary, on the day's activities at the conclusion of each teaching day.
8. Follows all policies, rules, and procedures to which regular teachers are subject and which good teaching practice dictates.
9. Other duties as assigned by the principal.

APPROVED BY: ELIZABETHTOWN BOARD OF EDUCATION

December 10, 1984

REVIEWED AND RE-ADOPTED:

February 5, 1990

ELIZABETHTOWN INDEPENDENT SCHOOLS

Page 1 of 1

Teacher

REPORTS TO: Building Principal

QUALIFICATIONS: Valid Kentucky Teacher Certification in grade range and/or content area

GENERAL RESPONSIBILITIES: To help students learn subject matter and skills that will contribute to their development as mature, responsible men and women.

DUTIES:

1. Sets goals and objectives and plans appropriate learning activities related to the goals and objectives in order to teach the skills and/or content materials in accordance with adopted curriculum guides.
2. Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
3. Meets and instructs assigned classes in the locations and at the times designated.
4. Supervises all pupils assigned to them and insures that proper discipline is maintained.
5. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
6. Prepares and has available at school complete and up-to-date weekly lesson plans which provide goals, objectives, and learning activities for pupils assigned.
7. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor. Leaves appropriate plans for substitutes that are easily understood.
8. Exhibits a positive, helpful attitude toward all pupils in order to help them develop and mature mentally, physically, emotionally, and socially.
9. Employs a variety of instructional techniques and instructional media in meeting the needs of the student.

Teacher (Continued)

10. Strives to implement, by instruction and action, the district's philosophy of education and instructional goals and objectives.
 11. Assesses the accomplishments of students on a regular basis and provides progress reports as required.
 12. Maintains accurate, complete, and correct records, and respects the confidentiality of same.
 13. Develops reasonable rules of classroom behavior and maintains order in the classroom.
 14. Keeps parents well-informed regarding students' progress.
 15. Attends all faculty, departmental, and other school-related meetings and serves on committees as determined by the immediate supervisor, Instructional Coordinator, or Superintendent.
 16. Performs extracurricular and co-curricular and other out-of-classroom assignments made in accordance with policies of the board of education and administrative procedures.
 17. Is familiar with all teacher and district handbooks and adheres to and complies with policies of the board of education and administrative procedures.
 18. Displays a positive attitude toward learning and professional behavior in dealings with students.
 19. Treats and maintains properly all equipment, materials, supplies, and textbooks assigned to him/her.
 20. Administers standardized tests as required by the school district.
 21. Performs other duties as assigned.
-

APPROVED BY: ELIZABETHTOWN BOARD OF EDUCATION

December 10, 1984

REVIEWED AND RE-ADOPTED:

February 5, 1990

ELIZABETHTOWN INDEPENDENT SCHOOLS

Page 2 of 2