

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

ADJUNCT INSTRUCTOR

QUALIFICATIONS

- (1) Bachelor's Degree from an accredited college or university
- (2) Evidence of passing the Florida Department of Education Subject Area Exam in Expertise Area

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child development and especially of characteristics of children in the age group assigned. Possess knowledge of subject area taught and current innovative trends in that area. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Skill in oral and written communication with students, parents, and others. Ability to plan and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

REPORTS TO:

Principal

JOB GOAL

To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's compensation plan.

PROVISIONAL INSTRUCTOR (Continued)

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

PERFORMANCE RESPONSIBILITIES:

Planning / Preparation

- * (1) Create or select long-range plans based on a review of District and State curriculum priorities, student profiles, and instructional profiles.

- * (2) Define goals and objectives for unit and daily plans.
- * (3) Sequence content and activities appropriately.
- * (4) Identify specific intended learning outcomes that are challenging, meaningful, and measurable.
- * (5) Revise plans based on student needs.
- * (6) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
- * (7) Develop or select instructional activities which foster active involvement of students in the learning process.
- * (8) Plan and prepare lessons and instructional strategies which support the school improvement plan and the District mission.
- * (9) Select, develop, modify, and / or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds, and special needs.

Administrative / Management

- * (10) Establish and maintain effective and efficient record keeping procedures.
- * (11) Manage time effectively.
- * (12) Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
- * (13) Manage materials and equipment effectively.
- * (14) Organize materials for efficient distribution and collection.
- * (15) Instruct and supervise the work of volunteers and aides when assigned.
- * (16) Assist in enforcement of school rules, administrative regulations, and School Board policies.
- * (17) Use technology resources effectively.
- * (18) Establish and maintain a positive, organized, and safe learning environment.
- * (19) Maintain a clean, attractive learning environment.
- * (20) Establish and use behavior management techniques which are appropriate and effective.
- * (21) Establish routines and procedures and work with students on consistently following them.
- * (22) Create a learning climate that is challenging yet non-threatening.
- * (23) Maintain instructional momentum with smooth and efficient transitions from one activity to another.

Assessment / Evaluation

- * (24) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.
- * (25) Interpret and use data (including but not limited to standardized and other test results) for diagnosis, instructional planning, and program evaluation.
- * (26) Use ongoing assessment to monitor student progress, verify that learning is occurring, and adjust curriculum and instruction.
- * (27) Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student performance.
- * (28) Communicate, in understandable terms, individual student progress knowledgeably and responsibly to the student, parents, and professional colleagues who need access to the information.
- * (29) Encourage self-assessment by students and assist them in developing plans for improving their performance.
- * (30) Administer standardized tests in accordance with directions provided, including proctoring and secure handling of materials.
- * (31) Evaluate the effectiveness of instructional units and teaching strategies.

Intervention / Direct Services

- * (32) Demonstrate knowledge and understanding of curriculum content.
- * (33) Communicate high expectations for learning for all students.
- * (34) Apply principles of learning and effective teaching in instructional delivery.
- * (35) Monitor learning activities, providing feedback and reinforcement to students.

- *(36) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- *(37) Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.
- *(38) Use appropriate materials, technology, and resources to help meet learning needs of all students.
- *(39) Assist students in accessing, interpreting, and evaluating information from multiple sources.
- *(40) Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
- *(41) Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
- *(42) Provide instruction on safety procedures and proper handling of materials and equipment.
- *(43) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
- *(44) Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Collaboration

- *(45) Communicate effectively, orally and in writing, with other professionals, students, parents, and community.
- *(46) Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting student needs.
- *(47) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- *(48) Work with other teachers in curriculum development, special activities, and sharing ideas and resources.

Staff Development

- *(49) Engage in continuing improvement of professional knowledge and skills.
- *(50) Assist others in acquiring knowledge and understanding of particular area of responsibility.
- *(51) Keep abreast of developments in instructional methodology, learning theory, curriculum trends, and content.
- *(52) Establish and implement an Individual Professional Development Plan.

Professional Responsibilities

- *(53) Model professional and ethical conduct and adhere at all times to the Code of Ethics and Principles of Professional Conduct.
- *(54) Perform all professional responsibilities.
- *(55) Prepare required reports and maintain all appropriate records.
- *(56) Maintain confidentiality of student and other professional information.
- *(57) Comply with policies, procedures, and programs.
- *(58) Exercise appropriate professional judgment.
- *(59) Support school improvement initiatives by active participation in school activities, services, and programs.
- (60) Perform other duties as assigned.

Student Growth / Achievement

- *(61) Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
- *(62) Maintain academic focus by using a variety of motivational techniques.

*Essential Performance Responsibilities