



JOB DESCRIPTION

Title: Title I Paraprofessional

Status: Part Time/Full Time

Reports To: Intervention Specialist

Created: December 3, 2009

Starting Salary: \$12.50 per Hour

Revised: N/A

Position Description

Under the supervision of a certified teacher, the Title I Paraprofessional provides intervention and supplemental instructional support to students being served by the School's Title I program. Support is provided by working with individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by certified staff. Title I support services are provided using a blend of federal and local funds to provide supplemental services in addition to regular instruction. All program activities must comply with federal regulation including No Child Left Behind as well as program and fiscal guidance promulgated by the Pennsylvania Department of Education, Division of Federal Programs.

Essential Functions

1. Adheres to professional, ethical, and legal standards; demonstrates ethical behavior and confidentiality of information about students in school environment and community;
2. Coordinates intervention, support, reinforcement and remediation strategies with the Intervention Specialist, including regular and ongoing communication;
3. Assists the certified staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
4. Provides one-on-one or small group tutoring for Title I students at times when students are not receiving direct instruction from a certified teacher;
5. Provides instructional support, reinforcement and remediation of skills as prescribed by the Intervention Specialist;
6. Monitors student's work progress and supervises curriculum-based testing as assigned by the certified staff; assist with tabulating results of student assessments and the filing of documentation;
7. Assists Intervention Specialist with the preparation and dissemination of progress reports to parents;
8. Assists with the preparation and coordination of the Annual Title I Meeting, parent workshops, administration of staff and parent surveys, participation in meetings and communication with parents;

9. Maintains an open and collaborative relationship with certified instructional staff; actively communicates with certified instructional staff, administration, and parents in support of student academic success; alerts the certified staff to any problem or special information about an individual student;
10. Participates in in-service training programs as approved; fulfills all requirements to obtain and maintain highly qualified status under No Child Left Behind;
11. Ensures actions are in compliance with regulatory requirements of the Title I program and No Child Left Behind.

Core Competencies

Values and Integrity: Adheres to core values and beliefs during both good and tough times; acts in line with those values; rewards the right values and disapproves of others; practices what he/she preaches; is widely trusted; truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; doesn't blame others for his/her own mistakes or misrepresents him/herself for personal gain or protection.

Communication: Provides the information people need to know to do their jobs and feel good about being a member of the team; provides direct feedback and information to individuals so that they can make accurate decisions; is timely with information. Practices attentive and active listening; has the patience to hear people out; can accurately restate the opinions of others even when he/she disagrees; is able to write clearly in a variety of communication settings and styles.

Action Oriented: Enjoys working hard; is action oriented and full of energy for the things that he/she sees as challenging; not fearful of action with little planning; seizes opportunities when they arise; doesn't hold back anything that needs to be said; does whatever it takes to get the job done despite resistance. Pursues everything with energy and drive; rarely gives up before finishing.

Composure: Is cool under pressure; does not become cynical, moody or hostile when times are tough; is not knocked off balance by the unexpected; is a settling influence in a crisis; takes unpopular stands if necessary; faces difficult situations with guts and tenacity.

Knowledge: Has the functional and technical knowledge and skills to do the job at a high level of accomplishment. Knowledgeable about how the organization functions; understands how to get things done using both formal and informal channels; understands the origin and reasoning behind key policies, practices, and procedures.

Organizing: Can orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently; arranges information and files in a useful manner; understands how to separate and combine tasks into efficient work flow;

Planning and Problem Solving: Accurately scopes out length and difficulty of tasks and projects; breaks down work into process steps; solves problems with effective solutions; probes all fruitful sources for answers; looks beyond the obvious and doesn't stop at the first answer.

Commitment & Dedication: Can be counted on to exceed goals; pushes for results; is dedicated to providing the highest quality service which meets the needs and requirements of both internal and external customers; is committed to constant improvement; commitment to team success evident in actions.

Customer Focus: Is dedicated to meeting the expectations and requirements of internal (supervisor, co-worker, Board of Trustees) and external (students, parents) customers; gets first-hand customer information and uses it for improvements in services; talks and acts with customers in mind; establishes and maintains effective, positive relationships with customers and gains trust and respect. Relates well with all kinds of people; builds effective relationships; uses diplomacy & tact.

Learning on the Fly: Learns quickly when facing new challenges; open to change; analyzes both successes and failures for clues to improvement; experiments and will try anything to find solutions; quickly grasps the essence and the underlying structure.

Creativity: Comes up with a lot of new and unique ideas; easily makes connections among previously unrelated notion; tends to be seen as original and good in brainstorming settings.

Job Specifications

The following represents the qualifications that have been identified by the Board of Trustees of the Bear Creek Community Charter School as to individuals serving in the role of Title I Paraprofessional.

Title I paraprofessionals must have a secondary school diploma or its recognized equivalent. Additionally, paraprofessionals working in a program supported with Title I, Part A funds must have:

- (1) completed two years of study at an institution of higher education; or
- (2) obtained an associate's (or higher) degree; or
- (3) Meet a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Candidate must also demonstrate the ability to:

- Utilize effective interpersonal skills to interface diplomatically with teachers, administrators, parents, students, support staff, outside professional contacts, and the community; be courteous, professional and tactful at all times; display a professional appearance;
- Use good judgment and make sound decisions within parameters of authority;
- Maintain a clean and organized work environment;
- Work on multiple projects and respond to requests and deadlines in an accurate, timely manner;
- Support a shared vision within the school community.

Special Requirements

The employee must be willing to work additional hours/overtime as requested.

The employee is required to obtain a state and federal criminal background check, along with a Pennsylvania child abuse clearance verification. This must be done within 30 days of hire with results that are satisfactory to school leadership

<u>WORKING CONDITIONS & PHYSICAL EFFORT:</u>		Seldom or Never	Monthly	Weekly	Daily	Hourly
1.	Lift objects weighing up to 20 pounds				X	
2.	Lift objects weighing 21 to 50 pounds			X		
3.	Lift objects weighing 51 to 100 pounds	X				
4.	Lift objects weighing more than 100 pounds	X				
5.	Carry objects weighing up to 20 pounds				X	
6.	Carry objects weighing 21 to 50 pounds			X		
7.	Carry objects weighing 51 to 100 pounds	X				
8.	Carry objects weighing 100 pounds or over	X				
9.	Standing up to one hour at a time					X
10.	Standing up to two hours at a time					X
11.	Standing for more than two hours at a time					X
12.	Stooping and bending					X
13.	Ability to reach and grasp objects					X
14.	Manual dexterity or fine motor skills					X
15.	Color vision, the ability to identify & distinguish colors				X	
16.	Ability to communicate orally					X
17.	Ability to hear					X
18.	Pushing or pulling carts or other such objects			X		
19.	Proofreading and checking documents for accuracy				X	
20.	Using a keyboard to enter and transform words or data				X	
21.	Using a video display terminal				X	
22.	Working in a normal office environment with few physical discomforts		X			
23.	Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions					X
24.	Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25.	Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls					X
26.	Operating automobile, vehicle or van			X		
27.	Other physical, mental or visual ability required by the job				X	

To perform this job successfully, an individual must be able to satisfactorily fulfill the functional roles described above. The requirements listed in this job description are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

This job description should not be construed to imply that these requirements are the exclusive standards of the position. Incumbents may be required to follow any other instructions, and to perform any other related duties, that may be required by their supervisor.

ACKNOWLEDGMENT

I, _____, have read and received a copy of this job description and understand that a copy of this job description will become part of my personnel file.

Employee Signature

Date