



Notre Dame Education Center Job Description

Send resume and cover letter to resume@ndecboston.org

Job Title: High School Equivalency Preparation Instructor, 35 Hours per week/52 Weeks per year

AM CLASS: TTh - ELA - all subjects except Math

Fast Track AM Class: MW - All subjects including Math

Afternoon Youth HiSET: All subjects including Math

ASE/HSE PM CLASS: TTh - ELA - all subjects except Math

Reports To: Adult Education Services Program Manager

Teaching Schedule: MTWThF 9:00a-3:00p, TTh 6:00p-8:00p

Summary: High School Equivalency Preparation Instructor provides group instruction of four subjects. The learners in these classes are GLE 8-12. The English Language Arts (ELA) class focuses on the Reading, Writing, Science, and Social Studies tests. The Fast Track class is intended for students who have already started taking the HSE tests and need intensive, individualized subject review. Instructors must maintain student assessment information (both teacher-designed and standardized) to monitor student progress during the year. They help students establish and educational and career plan and regularly follow up on student goals. They also keep other records, i.e. attendance, so that the Center can provide needed statistical data to all funders.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Conduct an engaging, organized, and well-developed lesson
- Create a safe, respectful, and encouraging environment that is conducive to learning
- Maintain accurate and up-to-date student records (testing and attendance)
- Work with the Program Administrator to align the curriculum to the College and Career Readiness Standards for Adult Education
- Formulate well-defined and consistent objectives within the instructional level of students
- Incorporate appropriate technologies in lesson planning and instruction
- Provide referrals to learners in the program to community resources to help them overcome barriers to education
- Attend at professional development activities, trainings and meetings including those related to the Workforce Innovation and Opportunity Act (WIOA), Performance Standards and the State Performance Accountability Measures including Measureable Skills Gains
- New staff is required to attend the fifteen hour teacher orientation provided by SABES in addition to the hours of required professional development
- Participate in monthly evening staff meetings
- Work as a team with the Program Administrator, department staff, and support services
- Other relevant duties assigned

Competency: To perform the job successfully, an individual should demonstrate the following competencies:

Understanding the Adult Learner: Incorporates theories of and research in adult development in designing effective instruction appropriate to the learning environment (e.g., in the classroom, workplace, homeless shelter); Incorporates theories of and research in adult learning and in learning disabilities in designing effective instruction appropriate to the learning environment; Uses knowledge of the factors that influence adult learners' participation and persistence in adult basic education programs to increase learner success.

Diversity and Equity: Interacts equitably and responsibly with all learners, Provides learners with strategies and tools to collaborate with other learners, co-workers, and community members; Draws on the range of interests, needs, and approaches of learners in planning instruction; Promotes learner understanding of American civic culture, its underlying ideals, political principles, institutions, procedures, and processes in the design of curriculum; Uses, in appropriate contexts, instructional materials conveying a range of contributions of various immigrant and native groups have made to American society.

Instructional Design and Teaching Approaches: Draws on the history, structure, purpose, and critical issues of adult basic education in planning instruction; Uses needs analyses in the design of instruction; Designs curriculum relevant to the experiences, interests, and goals of learners, the particular instructional setting, and the Department's adult basic education curriculum frameworks; Integrates appropriate use of technologies into the adult education teaching and learning process; Sets forth the learning objectives, instructional methods, and their rationale in the design of instruction and makes them available to colleagues and learners; Uses a variety of instructional methods, techniques, and tools that facilitate adult learning; Uses strategies that are effective for learners to develop and use critical thinking and to solve complex problems.

Learner Assessment and Evaluation: Creates and uses formal and informal assessments for the purpose of placing learners at the appropriate instructional level; Creates and uses formative and summative assessments to evaluate learner progress; Confers with colleagues, supervisors, and community resources when special assessments are required; Evaluates the effectiveness of instruction and modifies it based upon results and student feedback; Uses data collection systems for program improvement.

Facilitating the Adult Learning Environment: Communicates effectively and appropriately with learners; Creates an environment conducive to adult learning; Promotes learner involvement in community and societal issues; Refers adult learners with challenging life issues to the appropriate resources; Uses resources available to learners to develop employment readiness skills; Collaborates effectively with learners, colleagues, and relevant members of various educational settings (e.g., family literacy, corrections, or workplace education) and the community at large; Incorporates the principles of lifelong learning (e.g., modeling self-application methods) to prepare learners for continued education and training outside the classroom.

Professionalism/Continuing Education: Reflects critically on the experiences of self and others, such as learners, colleagues, and supervisors; Develops goals for an individual professional development plan; Complies with rules and regulations as specified in the NDEC Personnel guidelines; Maintains good attendance and is punctual and professional in appearance; Meets the Professional Development requirements of DESE etc.; Is receptive to feedback and suggestions for growth and improvement.

Education/Skills/Knowledge/Experience:

- Bachelor's degree or higher, Master's degree preferred

Required Qualifications:

- STAR training strongly preferred
- Familiarity with High School Equivalency: GED and HiSET strongly preferred
- Familiarity with the College and Career Readiness Standards for Adult Education
- Strong listening, oral, and written communication skills

Computer skills: To perform this job successfully, an individual should be comfortable with teaching technology, have familiarity with Microsoft Office Suite and be open to learning the Center's computer systems/processes.

Supervisory Responsibilities:

No supervisory responsibilities

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 office/classroom work environment is usually moderate.

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.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision. While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to sit and use hands to finger, handle, or feel. The employee is routinely required to stand and walk.