



CLASSIFICATION SPECIFICATION

CLASS NUMBER 70143

TEACHER SUPERVISOR

OHIO COUNTY DEPARTMENTS OF JOB AND FAMILY SERVICES

EFFECTIVE

MAY 5, 2002

The duties are arranged in order of importance. However, the specific duties and the frequencies listed may vary across counties depending on such factors as the number of other incumbents within this job classification, related classifications, and/or the size of the CDJFS. Therefore, a Teacher Supervisor may not perform all of the duties listed. However, performance of the first (I) duty a minimum of 20% of the time is mandatory for this classification.



Summary of Essential Duties

The primary purpose of the Teacher Supervisor position is to supervise and coordinate the Teachers and staff members. Additionally, the incumbent is responsible for instructing students enrolled in the Adult Basic Literacy Experience (ABLE) program as well as to tutoring students on an individual basis. The incumbent is also responsible for the supervision and coordination of the teaching staff and other ABLE staff members. In addition, the incumbent prepares for teaching of courses and evaluates the utility of course material as well as performs assessment, guidance, and advising of new and continuing students. The incumbent also maintains student records and evaluates student progress. In addition, the incumbent meets with staff, conducts and participates in training, and plans activities.

Duties

Frequency: 40% +/- 8%

- I. Supervises and coordinates the Teachers and other staff members.
 - A. Determines need for new staff members.
 - B. Interviews applicants and makes recommendations for the hiring of new employees; initiates actions for the termination of employees;
 - C. Disciplines subordinates, when necessary.
 - D. Reviews, approves, or denies employees' requests for leave.
 - E. Completes performance evaluations of subordinates' work.
 - F. Meets with subordinates regarding any grievances.
 - G. Trains new and current employees.
 - H. Assigns and reviews the daily work of staff.
 - I. Provides guidance and supervision to Teachers regarding students, curriculum, and teaching methods.

Frequency: 35% +/- 10%

- II. Teaches and supervises students in academic and life skills courses (e.g., to students in the ABLE program) and tutors students individually.

Frequency: 10% +/- 5%

- III. Prepares for teaching of courses and evaluates the utility of course material.



Frequency: 5% +/-2%

IV. Assesses, advises, and provides guidance to new and continuing students.

Frequency: 5% +/- 2%

V. Maintains student records and evaluates student progress.

Frequency: 2% +/- 1%

VI. Meets with staff, conducts and participates in training, and plans activities.

Frequency: 3% +/- 1%

VII. Ensures viability of teaching programs (e.g., ABLE) by securing resources and writing reports.



**KSA'S FOR THE
JOB CLASSIFICATION OF
TEACHER SUPERVISOR**

DUTY	KNOWLEDGE	SKILLS	ABILITIES
I	Supervisory practices; Personnel practices; Disciplinary procedures; Interviewing techniques; Teaching and learning principles; Academic subject matter; Training and development practices; Guidance counseling; Americans with Disabilities Act; Civil Right Act.	Oral communication; Writing; Organization; Supervising.	Supervise others; Resolve recurring, standard problems; Work with others; Listen for problems or issues and provide responses or explanations; Train others; Recognize errors in the work of others; Interview others; Discipline others; Assign tasks to others; Complete performance evaluations; Explain assignments, procedures or situations to others.
II	Word processing functions; Typing principles; Teaching and learning principles; Academic subject matter; Technical or scientific field of study; Education principles; Vocational/career issues; Agency teaching programs (e.g., ABLE).	Typing; Word processing; Oral communication; Writing; Public speaking; Teaching; Organization.	Prepare and deliver lectures; Recognize errors in the work of others; Administer tests to people; Explain Mathematics, scientific or technical issues to others; Explain assignments, procedures or situations to others; Provide individual instruction to people; Discuss life issues with people; Work with others.
III	Teaching principles; Program planning; Academic subject matter; Technical or scientific field of study; Learning principles; Educational principles; Vocational/career issues; Computer operations; Word processing functions; Typing principles; Tests and measures; Office practices and procedures.	Word processing; Oral communication; Writing; Organization; Typing.	Prepare course content; Develop tests and other material; Evaluate previously used material for suitability for future use; work with others; Use office equipment (e.g., Photocopiers, computers, etc.); Type.
IV	Basic mathematical principles; Teaching principles; Academic subject matter; Technical or scientific field of study; Learning principles; Education principles; Vocational/career issues; Guidance counseling; Community Agency Programs (AA); Tests and measures (e.g., TABE); Typing principles; Word processing functions; Motivation/goal setting issues.	Typing. Word processing; Oral Communication; Public speaking; Writing; Interviewing; Advising; Organization.	Perform basic mathematical principles to score tests; Perform assessment of new students; Administer tests to people; Score tests; Counsel others on educational issues; Work with others.



V	Administrative practices; Record keeping; Office practices and procedures.	Word processing; Organization; Writing.	Maintain accurate records; Monitor the work of others; Prepare reports; Coordinate the actions of others; Maintain files; Work with others.
VI	Program planning; Administrative practices; Academic subject matter; Teaching principles; Training evaluation; Volunteer programs (e.g., SCALE); Word processing functions; Typing principles; Computer operations; GED graduation ceremony.	Organization; Training and development; Word processing; Typing; Oral communication.	Develop new procedures, policies, or programs; Work with others; Interpret existing policies and procedures; Operate computers; Train others; Enter data into a keyboard.
VII	Administrative practices; Record keeping; Office practices and procedures; Teaching programs (e.g., ABLE); Report writing; Grant proposals (e.g., AJEP grant); Monthly news letters; Teaching supplies and materials.	Word processing; Writing; Oral communication.	Fill out or prepare correspondence; Write technical reports; Collect data; Meet with committees; Work with others; Write grants.



Minimum Qualifications

- One year of experience as a Teacher, 70141.
- Or completion of undergraduate major core coursework in education to include student teaching. Also requires one year of teaching experience.
- Or completion of undergraduate major core coursework in any academic field. Also requires eighteen months experience in teaching basic math, reading, and English composition or written communication.
- Or valid administrative specialist license added to a valid professional teacher license or a professional pupil services license per Rule 3301-24-05 of Ohio Administrative Code.

Or education, training and/or experience in an amount equal to the Minimum Qualifications stated above.

Unusual Working Conditions/Hazards

The position requires some physical effort. Some of the work is sedentary, but the Teacher Supervisor spends a significant amount of his or her day standing and lecturing or moving around the teaching lab while helping students. The position involves very limited probability of any injury, such as would be expected in typical classroom environments.