

Harvard Public Schools

Master Certificated Job Description

It is the policy of Harvard Public Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

In addition to the individual job description for each certificate employee of Harvard Public Schools, each certificated employee must adhere to the following:

A. Performance Responsibilities and Job Tasks

1. School/Community Relations

- a. Represent the school district before the public and establish and maintain a program of public relations to keep the public well-informed of the programs and activities, policies and practices, and needs and successes of the school district, so as to promote a positive relationship between the school district and the community.
- b. Develop school partnerships with businesses, communities, and other organizations to help meet identified educational needs and to provide school-to-work programs.
- c. Maintain open lines of communication and cooperative working relationships with other government agencies. When appropriate, attend meetings of other government agencies to advance the interests of the school district.
- d. Maintain positive relations between the school district and local media.
- e. Serve as a role model to all students.
- f. Serve as a positive member of the community in a way that does not negatively affect the district's reputation or image in the community.
- g. Refrain from engaging in conduct that interferes with the operations of the district, including the education of students.
- h. Develop and maintain a positive rapport with students and parents.
- i. Develop and maintain a professional reputation and image among students and parents.

2. General Responsibilities

- a. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District policies, rules and directives.
- b. Attend, participate and be engaged in all meetings, as assigned.
- c. Participate in faculty committees and the sponsorship of activities as assigned.
- d. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
- e. Develop and maintain a positive and professional working relationship with other staff and administration.

- f. Provide for proper care, maintenance and reasonable security of all District property, including electronic data and other related technology, in the employee's custody.
 - g. Perform administrative duties such as assisting in school libraries, study hall and cafeteria monitoring, and bus loading and unloading.
 - h. Adhere to all District policies, rules, regulations, and supervisor directives.
 - i. Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27.
3. Instruction
- a. Teach assigned classes, instruct students at the level expected of that of other certificated employees in the district performing the same or similar duties, and perform related duties as assigned by the employee's supervisor(s).
 - b. Provide for and ensure the care and safety of students under the employee's supervision.
 - c. Supervise all students assigned to the employee, including all out-of-classroom activities as assigned, and all students that the employee can reasonably supervise within the employee's ordinary duties during the school day.
 - d. Provide care for students, including reporting suspected child abuse or neglect to the employee's supervisor and local law enforcement or Department of Health and Human Services, as required by law, and provide the appropriate medication administration, as assigned.
 - e. Participate in team meetings for the development of IEP's and 504 Plans and implement provisions of IEPs and 504 Plan accommodations.
 - f. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, electronic student information systems, and other technology to perform assigned duties.
 - g. Maximize the allotted instructional time in a manner that benefits student learning and refrain from using instructional time on activities that do not relate to student instruction.
 - h. Sponsor extracurricular activities such as clubs, student organizations, and academic contests, as assigned.
 - i. Perform in a professional manner all other tasks as assigned.

B. Required Knowledge

The Employee is to possess and effectively utilize knowledge in the following areas:

- a. English Language—Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- b. Education and Training—Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

- c. Mathematics—Knowledge of arithmetic, algebra, geometry and calculus and statistics, when appropriate, and their applications to classroom instruction.
- d. Psychology—Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- e. Geography—Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.
- f. History and Archeology—Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.
- g. Computers and Electronics—Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- h. Customer and Personal Service—Knowledge of principles and processes for providing customer and personal services.
- i. Public Safety and Security—Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- j. Clerical—Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- k. Sociology and Anthropology—Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

C. Required Skills and Abilities

The Employee is to possess and effectively utilize the following skills and abilities:

- a. Communication:
 - i. Active Listening—Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
 - ii. Speaking—Talking to others to convey information effectively. The ability to speak clearly so others can understand you. The ability to communicate information and ideas in speaking so others will understand.
 - iii. Oral Comprehension and Listening—The ability to listen to and understand information and ideas presented through spoken words and sentences. The ability to identify and understand the speech of another person.
 - iv. Writing—Communicating effectively in writing as appropriate for the needs of the audience. The ability to communicate information and ideas in writing so others will understand.
 - v. Written Comprehension—Understanding written sentences and paragraphs in work related documents. The ability to read and understand

information and ideas presented in writing. Understanding written sentences and paragraphs in work related documents.

- b. Instructing—Teaching others how to do something. Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- c. Monitoring—Monitoring/Assessing performance of self, other individuals, or organizations to make improvements or take corrective action.
- d. Learning Strategies—Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- e. Active Learning—Understanding the implications of new information for both current and future problem-solving and decision-making.
- f. Management:
 - i. Of Personnel Resources: Motivating, developing, and directing people as they work, identifying the best people for the job.
 - ii. Of Material Resources: Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.
- g. Critical Thinking—Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- h. Complex Problem Solving—Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- i. Reasoning:
 - i. Deductive: The ability to apply general rules to specific problems to produce answers that make sense.
 - ii. Inductive: The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
 - iii. Information Ordering—The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- j. Judgment and Decision Making—Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- k. Originality—The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.
- l. Problem Sensitivity—The ability to tell when something is wrong or is likely to go wrong. This does not involve solving the problem, only recognizing there is a problem.
- m. Fluency of Ideas—The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).
- n. Category Flexibility—The ability to generate or use different sets of rules for combining or grouping things in different ways.
- o. Flexibility of Closure—the ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.
- p. Operations Analysis—Analyzing needs and product requirements to create a design.

- q. Systems Evaluation—Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the school district.
- r. Systems Analysis—Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- s. Equipment Selection—Determining the kind of tools and equipment needed to do a job.
- t. Social Perceptiveness—Being aware of others’ reactions and understanding why they react as they do.
- u. Coordination—Adjusting actions in relation to others’ actions.
- v. Negotiation—Bringing others together and trying to reconcile differences.
- w. Persuasion—Persuading others to change their minds or behavior.
- x. Service Orientation—Actively looking for ways to help people.
- y. Time Management—Managing one’s own time and the time of others.
- z. Vision—The ability to see details at close range (within a few feet of the observer) and to see details at a distance.
- aa. Selective Attention—The ability to concentrate on a task over a period of time without being distracted.
- bb. Time Sharing—The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).

D. Work Activities

The Employee is to perform the following work activities:

- a. Training and Teaching Others—Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others. This includes: assessing educational potential or need of students, converting information into instructional program, developing course or training objectives, instructional materials and teaching aids, organizing educational material or ideas, preparing audio-visual teaching aids, selecting teaching materials to meet student needs, teaching correct eating habits, teaching students with disabilities, and using classroom management techniques.
- b. Organizing, Planning, and Prioritizing Work—Developing specific goals and plans to prioritize, organize, and accomplish work. This includes organizing esteem building activities and social behavior learning activities.
- c. Establishing and Maintaining Interpersonal Relationships—Developing constructive and cooperative working relationships with others, and maintaining them over time. This includes establishing and maintaining relationships with students, parents, co-workers and administration.
- d. Acquiring Information—Observing, receiving, and otherwise obtaining information from all relevant sources.
- e. Communicating with Supervisors, Peers, or Subordinates—Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

- f. Thinking Creatively—Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.
- g. Coaching and Developing Others—Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills. This includes: mentoring co-workers in school or educational setting.
- h. Developing Objectives and Strategies—Establishing long-range objectives and specifying the strategies and actions to achieve them. This includes writing grant proposals or assisting with grant proposals.
- i. Making Decisions and Solving Problems—Analyzing information and evaluating results to choose the best solution and solve problems.
- j. Updating and Using Relevant Knowledge—Keeping up-to-date technically and applying new knowledge to your job. This includes: using early childhood education techniques, interpersonal communication techniques, knowledge of multi-media technology, motivational techniques in education, oral or written communication techniques, public speaking techniques, special education techniques, and teaching techniques.
- k. Documenting/Recording Information—Entering, transcribing, recording, storing, or maintaining information in written or electronic form. This includes recording student progress.
- l. Assisting and Caring for Others—Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients. This includes: empathizing with others during counseling or related services and working with students with disabilities or illnesses.
- m. Evaluating Information to Determine Compliance with Standards—Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards. This includes: ensuring correct grammar, punctuation, and spelling.
- n. Resolving Conflicts and Negotiating with Others—Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others. This includes: resolving behavioral and academic problems.
- o. Developing and Building Teams—Encouraging and building mutual trust, respect, and cooperation among team members.
- p. Identifying Objects, Actions, and Events—Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events. This includes: recognizing physical or emotional abuse, student learning levels, and student problems.
- q. Monitoring Processes, Materials, or Surroundings—Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- r. Processing Information—Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- s. Coordinating the Work and Activities of Others—Getting members of a group to work together to accomplish tasks. This includes: directing and coordinating activities of other staff and volunteers.

- t. Interpreting the Meaning of Information for Others—Translating or explaining what information means and how it can be used. This includes: interpreting ability or achievement test results.
- u. Scheduling Work and Activities—Scheduling events, programs, and activities, as well as the work of others. This includes: scheduling student field trips.
- v. Judging the Qualities of Things, Services, or People—Assessing the value, importance, or quality of things or people.
- w. Interacting With Computers—Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information. This includes: using computers to enter, access or retrieve educational data.
- x. Performing for or Working Directly with the Public—Performing for people or dealing directly with the public.
- y. Analyzing Data or Information—Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- z. Communicating with Persons Outside Organization—Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail. This includes: communicating student progress, communicating visually or verbally, conducting parent conferences, and making education presentations.
- aa. Performing Administrative Activities—Performing day-to-day administrative tasks such as maintaining information files and processing paperwork. This includes: maintaining educational records, reports, or files and preparing educational reports.
- bb. Guiding, Directing, and Motivating Subordinates—Providing guidance and direction to subordinates, including setting performance standards and monitoring performance. This includes: evaluating student performance, maintaining group discipline in an educational setting, and monitoring student progress.

E. Required Employee Characteristics

The Employee is to possess and exhibit the following characteristics:

1. Cooperation—Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
2. Attention to Detail—Job requires being careful about detail and thorough in completing work tasks.
3. Dependability—Job requires being reliable, responsible, and dependable, and fulfilling obligations.
4. Integrity—Job requires being honest and ethical.
5. Concern for Others—Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
6. Self Control—Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

7. Stress Tolerance—Job requires accepting criticism and dealing calmly and effectively with high stress situations.
8. Adaptability/Flexibility—Job requires being open to change (positive or negative) and to considerable variety in the workplace.
9. Independence—Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
10. Initiative—Job requires a willingness to take on responsibilities and challenges.
11. Leadership – Job requires a willingness to lead, take charge, and offer opinions and direction.
12. Analytical Thinking—Job requires analyzing information and using logic to address work-related issues and problems.
13. Persistence—Job requires persistence in the face of obstacles.
14. Achievement/Effort—Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
15. Social Orientation—Job requires preferring to work with others rather than alone, and being personally connecting with others on the job.
16. Innovation—Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

F. Essential Functions: The essential functions of each employee's position includes (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the physical requirements on their specific job description.