# Job Description



| Division/Department: | | | Career Services | | Location: Detroit | | | | |
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| Job Title: | | | ABE – GED Instructor Substitute & Full Time | | Salary: base | | | | |
| Reports to: | Career Services Manager | | |  | |  |  |  |  |
| General Description | | | | | | | | | |
| The GED - ABE instructor will be responsible for development and delivery of classroom instruction in compliance with the State of Michigan GED guidelines, and development and delivery of Adult Basic Education to prepare adult students to improve their literacy levels and pass the GED test of high school equivalency. | | | | | | | | | |
| QUALIFICATIONS REQUIREMENT | | | | | | | | | |
| *QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below 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.* | | | | | | | | | |
| work and education experience requirements | | | | | | | | | |
| * Bachelor’s Degree from an approved educational institution and valid Michigan teacher certificate. * At least one year classroom teaching experience with experience in community education, adult education, community college or alternative education setting preferred. * Dedicated and enthusiastic about instructing the adult learner. * Experience or training in a multi-cultural adult environment. * Demonstrated ability to use a variety of technology in the classroom including virtual classroom. * Experience creating curriculum for adult learners. * Knowledge of the 2014 GED test structure and content and can develop teaching methods designed to help students accommodate the new testing methodology. * Excellent communications skills. Bilingual skills a plus. * Excellent presentation and interpersonal skills. | | | | | | | | | |
| Responsibilities | | | | | | | | | |
| * Prepares course material and delivers classroom instruction in compliance with the State of Michigan GED guidelines and GED exam structure. * Instructs adults in areas of math, science, writing, reading and social studies in ways designed to prepare students to successfully improve their skill levels and past the GED high school equivalency test. * Assists students in order to create a learning program for each student. * Introduces and uses technology effectively in class. * Assesses adult students to determine if they are progressing, modify instruction accordingly. * Assists students with improving critical thinking skills, problem-solving and communication skills to prepare for successful workforce engagement. * Tracks student’s progress and attendance. * Maintains assessments and grading. * Performs other duties as assigned. | | | | | | | | | |
| SUPERVISORY RESPONSIBILITIES | | | | | | | | | |
| There are no supervisor responsibilities with this position. | | | | | | | | | |
| LANGUAGE SKILLS | | | | | | | | | |
| Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports and communications to various levels of ability. Ability to speak effectively before managers, staff and customers. | | | | | | | | | |
| MATHEMATICAL AND REASONING SKILLS | | | | | | | | | |
| Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form. | | | | | | | | | |
| OTHER SKILLS AND ABILITIES | | | | | | | | | |
| Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely both in oral and written form. | | | | | | | | | |
| PHYSICAL DEMANDS AND WORK ENVIRONMENT | | | | | | | | | |
| *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.*  While performing the duties of this job, the employee is frequently required to sit; occasionally walk and stand; travel from building to other sites. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in moderately loud environments such as a classroom with group conversations.  *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.*  While performing the duties of this job, the employee regularly works inside. The employee must be able to meet deadlines with time constraints. The noise level in the work environment is usually moderate. | | | | | | | | | |
| *The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.* | | | | | | | | | |
| Date | | June 2014 | | | | | | | |