

MID-OHIO EDUCATIONAL SERVICE CENTER JOB DESCRIPTION

Date:	5/21/2025
Title:	Adult Basic Education / High School Equivalency Lead Instructor – Aspire Program (Mansfield)
Reports To:	Adult Education Director – Aspire Program (Mansfield)
Employment Status:	As Determined by the Adult Education Director – Aspire Program (Mansfield)
Days:	As Determined by the Adult Education Director – Aspire Program (Mansfield)
MOESC Pay Schedule:	Full Time ABE/HSE Lead Instructor – Aspire Program

QUALIFICATIONS

- Bachelor's Degree required; Ohio teaching license preferred.
- Must have or be able to obtain an Ohio Adult Education License.
- Minimum 2 years of ABE/HSE or secondary teaching experience required.
- Experience in curriculum development and/or teacher leadership highly preferred.
- Applicants with some college education may be considered with successful completion of academic assessments in reading, language, and math.
- Ability to work independently and collaboratively across instructional sites.
- Successfully pass a B.C.I. and F.B.I. background check

GENERAL DESCRIPTION

The Adult Basic Education / High School Equivalency (ABE/HSE) Lead Instructor – Aspire Program (Mansfield) will provide leadership for learning at the adult classroom level and for part-time instructors. To provide instructional leadership and high-quality teaching in Adult Basic Education and High School Equivalency. The Lead Instructor will support learners in building foundational academic skills and preparing for high school equivalency assessments while mentoring fellow instructors, leading curriculum development, and contributing to professional growth across the Aspire network. The ABE/HSE Lead Instructor must be compassionate, learner-centered, and a forward-thinking educator with a strong background in ABE/HSE instruction. The person in this role must be dedicated about adult education, culturally responsive teaching, and innovative instructional practices.

ESSENTIAL FUNCTIONS/SKILLS

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

Board approval on 5/21/2025

- Serve as the lead educator for the ABE/HSE program, providing instructional guidance and peer support.
- Develop, refine, and implement standards-aligned curriculum and instructional materials.
- Mentor and support part-time and new instructors in lesson planning, instruction, and classroom management.
- Coordinate and facilitate professional learning for staff and contribute to strategic program planning.
- Present instructional strategies and program innovations at local, regional, and state-level conferences, including the OAACE (Ohio Association for Adult and Continuing Education) conference.
- Instruct adult learners in key academic areas: reading, writing, mathematics, science, and social studies aligned with GED®, WorkKeys, and other equivalency/career readiness tests.
- Deliver engaging, personalized instruction aligned with Ohio Aspire and College & Career Readiness Standards.
- Collaborate with learners to set SMART goals and create individualized learning plans.
- Use assessment data to monitor student progress and adjust instruction for continuous improvement.
- Integrate digital literacy, employability, and workplace readiness skills into instruction.
- Maintains accurate, complete, and correct records and progress reports as required by law, state Aspire policy, and state guidelines
- Assist with program compliance, data tracking, and reporting.
- Partner with support staff to identify student needs and promote retention and transition.
- Foster a supportive, inclusive learning environment that respects diversity and promotes equity.
- Communicate with staff and administration to support continuous improvement and innovation
- Meets and instructs assigned classes in the locations and at the times designated.
- Plans a program of study that, as much as possible, meets the individual needs, interests, and abilities of the students.
- Creates an environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor.
- Designs and implements meaningful, dynamic lessons every day.
- Addresses the learning needs of students based on quality assessment data, both formative and summative.
- Facilitates learning by setting clear goals for each lesson, unit, and project that align with curriculum objectives and college/career readiness standards. Ensures students understand these goals and can articulate them when asked.
- Develop employability skills with their students that are needed to enter the workforce and for job advancement.
- Employs a variety of instructional techniques and instructional technology, consistent with the needs and capabilities of the student groups involved.

- Strives to implement by instruction and action the state of Aspire’s philosophy of education and instructional goals and objectives.
- Assist students in setting and reaching SMART goals.
- Assesses the accomplishments of students on a regular basis and provides detailed feedback and progress reports as often as necessary to continue the cycle of learning.
- Helps identify the learning difficulties of students, seeking the assistance of local/state colleagues as needed.
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- Assists the administration in implementing all policies and rules governing student life and conduct, and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
- Strives to maintain and improve professional competence.
- Attends staff meetings and serves on staff and local committees as required.
- Participates in local, state, and national PDs.
- Applies knowledge of current research and theory based on Aspire objectives.
- Skilled in curriculum development, mentoring peers, and contributing to statewide adult education initiative
- Establishes and maintains effective working relationships with students, peers, and administrative staff.
- Speaks clearly and concisely in written and oral communications.
- Performs duties with awareness of state, Aspire, district requirements, and Mid-Ohio ESCs board policies and follows administrative guidelines and procedures.
- Utilizes excellent organizational and time management skills.
- Utilizes excellent written communication skills with students and all persons within the district and the Aspire community.
- Demonstrates experience and proficiency in the use of technology.
- Displays excellent verbal (including listening) and non-verbal communication skills.
- Demonstrates ability to work independently and productively.
- Supports the vision and mission of Aspire in all efforts.
- Completes annual mandatory training and participate in professional development that relates to the position
- Other duties as assigned by the Director of the Aspire Program (Mansfield)

ADDITIONAL ESSENTIAL SKILLS

Communications Skills: As well as the traditional communication skills of reading, speaking, and writing coherently and clearly, social media communication skills and proper protocols of online engagement are essential. These might include the ability to create a short YouTube video to capture the demonstration of a process or to make a sales pitch, the ability to reach out through the internet to a wide community of people with one’s ideas, to receive and incorporate feedback, to share information appropriately, and to identify trends and ideas from elsewhere;

The Ability to Learn Independently: This means taking responsibility for working out what you need to know and where to find that knowledge. This is

an ongoing process in knowledge-based work because the knowledge base is constantly changing. it could be learning about new equipment, new ways of doing things, or learning who the people are you need to know to get the job done;

Ethics and Responsibility: This is required to build trust (particularly important in informal social networks), in a world where there are many different players, and a greater degree of reliance on others to accomplish one's own goals.

Teamwork and Flexibility: This depends heavily on collaboration and the sharing of knowledge with others in related but independent organizations. Teachers need to know how to work collaboratively, virtually, and at a distance, with colleagues, students, and partners. The 'pooling' of collective knowledge, problem-solving, and implementation requires good teamwork and flexibility in taking on tasks or solving problems that may be outside a narrow job definition but are necessary for success.

Thinking Skills (critical thinking, problem-solving, creativity, originality, strategizing): Of all the skills needed in a knowledge-based society, these are some of the most important. Teachers dealing with students, parents, and the general public need to be able to identify needs and find appropriate solutions.

Digital Skills: Most knowledge-based activities depend heavily on the use of technology. These skills need to be embedded within the knowledge domain in which the activity takes place. Thus, the use of digital technology needs to be integrated with and evaluated through the knowledge-base of the subject area incorporating digital skills to analyze, evaluate and interpret as required.

Knowledge Management: Knowledge is not only rapidly changing with new research, new developments, and rapid dissemination of ideas and practices over the internet, but the sources of information are increasing, with a great deal of variability in the reliability or validity of the information. The key skill in a knowledge-based society is knowledge management: how to find, evaluate, analyze, apply, and disseminate information within a particular context.

Performance Responsibilities:

Positive Relationships: Excellent teachers will develop positive relationships with students that allow them to know each student. The presence of strong relationships between students and teachers builds a trust that positively impacts learning. Relationships are the basis for increasing rigor.

High Expectations: Excellent teachers believe in the ability of all students to learn. An excellent teacher will see the potential in his/her students and not the problems.

Care and concern: excellent teachers have a deep understanding of his/her students, demonstrate a genuine affection for students, exemplify excellence, and motivate students to achieve at the highest levels.

Standards-based teaching: can use the state standards as the foundation for instruction. Has knowledge of deconstructing standards and measuring standards.

Facilitator of learning: an excellent teacher will facilitate dynamic learning experiences. An excellent teacher will design and implement effective lessons that engage students at all levels of learning.

Master of the Subject Matter: an excellent teacher is the master of subject matter. Teachers exhibit expertise in the subjects which they are teaching and spend time continuing to gain new knowledge in their field.

Persistence: an effective teacher must have persistence to last the long race and rigorous journey.

Technology: an effective teacher will plan and provide learning experiences using effective, research-based strategies that are embedded with best practices including the use of technology.

Reflective: exemplary teachers engage in a cycle of reflective practice regarding their effectiveness as a facilitators of learning. Teachers should reflect alone and with others regarding their successes and their challenge.

PERSONAL QUALITIES

- Possesses a high level of professional and ethical standards
- Acknowledges personal accountability for decisions and conduct
- Demonstrates professionalism and contributes to a positive work environment
- Effectively uses active listening, observation, reading, verbal, nonverbal, and writing skills
- Seeks to be a leader in technology integration
- Proficient in office procedures and protocol
- Excellent verbal and written communication skills
- Ability to perform and solve difficult, complex tasks independently and accurately with critical attention to detail and priority
- Maintains an acceptable attendance record and is punctual
- Multitasking abilities, organizes tasks and manages time effectively
- Must be highly organized, have attention for detail, and manages time effectively
- Strong interpersonal skills and ability to relate well with team member
- Uses diplomacy and exercises self-control when dealing with other individuals
- Displaying patience, flexibility, and respect for all individuals
- Wears work attire appropriate for the position
- Accepts responsibility
- Exhibits a positive outlook
- Takes initiative

- Exhibits a service mentality and is responsive to internal and external client requests for service
- Ability to work with adult students and staff.
- Proficient computer training in Microsoft office and Google Suite
- Ability to organize and work with diverse people.
- Handle confidential and sensitive information with discretion.
- Answer and direct phone calls and respond to emails and inquiries in a timely manner.
- Ability to work independently and stay on task
- Must be customer service oriented and have the ability to work with the public
- Each staff member shall serve as a role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings. Each staff member has a moral responsibility to help instill in students the belief in and practice of ethical principles and democratic values
- Shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout employment at Mid-Ohio ESC

WORKING CONDITIONS/PHYSICAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Ability to drive an automobile.
- Ability to travel freely throughout Ashland, Crawford, and Richland counties.
- Ability to lift, carry, or move equipment or supplies weighing up to thirty pounds.
- Instruction may be scheduled during both daytime and evening hours.
- Ability to manage balancing, bending, climbing, crouching, kneeling, reaching, or standing.
- Physical abilities include standing, walking, sitting for extended periods, operating a computer, talking/hearing, near and far visual acuity/depth perception/color vision/field of vision required, and occasionally to reach with hands and arms
- Ability to communicate effectively using language and writing skills.
- Ability to participate in and facilitate the exchange of ideas leading to a group consensus.
- Ability to react productively to frequent interruptions and changing conditions.
- Ability to accurately discern detail in written, statistical, and tabular materials.
- Ability to analyze data and present alternative actions and solutions.
- Ability to set priorities, organize and complete duties efficiently without supervision.
- Ability to maintain a tactful disposition in dealing with administrators, staff, students, and the public.
- Responsibility for the safety or well-being of other people.

- Operate standard office equipment including computers, word processing, spreadsheets and communication software
- This job is performed in a generally clean and healthy environment

EVALUATION

Performance of this job will be evaluated by the Director of the Aspire Program (Mansfield) or designee according to Mid-Ohio ESC board policy.

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 by the supervisor, appointing authority or designee.

Employee Signature

Date Received

The Mid-Ohio Educational Service Center is an equal opportunity employer.