

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SERVANT LEADER INTERN (TEACHER) FOR CDF FREEDOM SCHOOLS

GENERAL STATEMENT OF JOB

CDF's mission is to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start and a Moral Start in life and successful passage to adulthood with the help of caring families and communities. The CDF Freedom Schools® program is a direct service initiative coordinated nationally by the Children's Defense Fund in partnership with local community organizations. It is an educational and cultural enrichment program that provides summer options for children and strengthens family and community involvement. The Guilford County Schools CDF Freedom Schools serves GCS students currently in K-4th grades from designated school sites for six to eight weeks during the summer. The activity based Integrated Reading Curriculum, which is aligned to the Common Core State Standards, integrates reading, conflict resolution, and social action, and is designed to promote social, cultural, and historical awareness. A multi-year assessment of *CDF Freedom Schools* program sites continuously demonstrates the effectiveness of the Integrated Reading Curriculum, which has proven to avert children's summer learning loss in reading achievement.

College-age young adults and recent college graduates play a key role in the *CDF Freedom Schools* program in the position of Servant Leader Intern (SLI). Each *CDF Freedom Schools* SLI serves as the teacher for a maximum of 10 students. SLIs have access to further leadership development and networking opportunities geared toward continued direct service and advocacy on behalf of children and families.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Supervise and maintain safety of students at all times. **Camp starts June 22, 2020 and ends August 6, 2020.**

Set up (**June 16, 17 & 18, 2020**), manage and break down (**August 7, 2020**) classroom space according to standards developed by CDF.

Engage a maximum of 10 students per class in the Integrated Reading Curriculum as outlined in the guide provided by CDF.

Attend all required trainings. **All 1st and 2nd year SLIs must attend CDF Freedom Schools National Training at the University of Tennessee at Knoxville on May 30 through June 6, 2020.** All expenses will be paid. Please check with your supervisor before applying for this

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position to ensure you can be excused to attend.

Maintain the safety of all students at the site.

Serve as Harambee leaders, afternoon activities facilitators, and field trip chaperones. Collaborate with other staff to establish and maintain a supportive and structured environment for the students entrusted in their care.

Report any issues or concerns regarding students in the program to the Site Coordinator.

Implement the CDF Freedom Schools Integrated Reading Curriculum with fidelity.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Must have completed at least one year of college and have plans to complete the college degree (typical age range is 18-30).

Maintain or have graduated with at least a 3.0 G.P.A.

Ability to motivate others and work as part of an intergenerational team.

Strong appreciation and understanding of individual cultural history and the willingness to be open and respectful of all cultures.

Exhibit positive attitude; model a mature and professional demeanor.

Excellent written and verbal skills.

SPECIAL REQUIREMENTS

Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, overhead projectors, typewriters, copiers, facsimile machines, calculators, protractors, compasses, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to

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lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; and utilize decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with

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emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Ability to plan, facilitate, and manage instruction.

Ability to provide instructional feedback for student improvement.

Ability to constantly monitor the safety and well-being of students, particularly when student is participating in an inclusive activity.

Ability to motivate students and manage student behaviors.

Ability to maintain a clean and orderly environment.

Ability to perform general clerical duties.

Ability to maintain order and discipline in a classroom.

Ability to operate common office machines.

Ability to maintain basic files and records.

Ability to understand and follow oral and written instructions.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.