

TEACHER JOB DESCRIPTION

Position: Extended Impact Teacher

Summary

The Direct-Reach Teacher plans and delivers in-person instruction for multiple classes and/or larger classes in a school where students rotate between face-to-face learning with the teacher and learning supervised by a paraprofessional known as a reach associate. The teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. (S)he is also responsible for monitoring the effectiveness of instruction supervised by the reach associate(s) and making or recommending changes. The teacher collaborates with others working with the same students or subjects, such as other teachers, tutors, and reach associates, to review student progress and change instruction to ensure high-progress, enriched learning for every student. The teacher may work on a team led by a multi-classroom leader.

Responsibilities

Planning and Preparation

- * Set high expectations of achievement that are ambitious and measurable for students
- * Plan backward to align all lessons, activities, and assessments in designated subject(s)
- * Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
- * Design personalized assignments for students while under reach associate supervision
- * Design assessments that accurately assess student growth
- * Determine how students spend all instructional time

Classroom Environment

- * Hold students accountable for high expectations of behavior and engagement
- * Create physical classroom environments conducive to collaborative and individual learning
- * Establish a culture of respect, enthusiasm, and rapport

Instruction

- * Hold students accountable for ambitious, measurable standards of academic achievement
- * Identify and address individual students' social, emotional, and behavioral learning needs and barriers
- * Identify and address individual students' development of organizational and time-management skills
- * Invest students in learning with several influence methods
- * Incorporate questioning and discussion in student learning
- * Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- * Monitor and analyze student assessment data to inform personalized, enriched instruction
- * Provide reach associate with student groupings, instructional assignments, and assessment rubrics
- * Communicate with students and keep them informed of their progress

Professional Responsibilities

- * Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- * Maintain regular communication with families, and work collaboratively with them to design learning at home and school, and to encourage a home life conducive to learning

- * Collaborate with reach associate, other teachers, and staff responsible for the same students
- * Participate in professional development at school

Qualifications

- * Knowledge of subject matter being taught
- * Bachelor's degree
- * Valid Continuing teaching certificate
- * Proficient or above on all 5 standards on the NC Teacher Evaluation Instrument or equivalent for out-of-state evaluation instruments
- Exceeds Expected growth teacher summary ratings in EVAAS or an equivalent out-of-state value-added measurement system for at least 1 out of the past 4 years of teaching experience. Cannot have a "Does Not Meet" rating on any tested area during the four-year period (If a candidate has a DNM rating during the four-year period, will consider written explanation from the candidate addressing this requirement), OR
- * at least "Meets Expected Growth" in each of the last three years of available data, AND having at least 85% of students proficient on EOG/EOC tested courses in at least two of the last three years of available data.
- * Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

Hours

- * Full-time teaching position
- * Direct-Reach Teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

Pay

- * NC teacher salary, plus 8.5% local supplement, plus a salary stipend ranging from \$5K to \$7K depending on number percentage of students taught in excess of average class size for the school. The EIT bonus level (EIT or MEIT) will be adjusted annually at the start of the school year to reflect the number of teachers actually being supported. (See LCS OC Career Ladder for specific stipend amounts).

Reports to: Principal

These are the critical competencies a candidate for this position should have.

Direct-Reach Teacher—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Planning Ahead (PLA)	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Cultural Engagement (CE)	Noticing, anticipating, and acting to meet people’s practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics— including race, gender, sexual orientation, religious, economic, and/or other backgrounds —in order to create positive impact on individuals and groups.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.

For an explanation of these competencies and how they are used in selection, please visit [this webpage](#).