



Vance County Schools Expanded Impact Teacher 1

Reports to: Building Level Principal

Position Available: July 1, 2019

Terms of Employment: 10 Months

Closing Date: Until filled

GENERAL SUMMARY

The Expanded Impact Teacher 1 (EIT1) plans and delivers in-person instruction for up to 33% more students than typical. EIT 2 delivers instruction for up to 50% more students and EIT 3 delivers instruction for up to 66% more students. Students may rotate between face-to-face learning with the EIT and learning supervised by a Reach Associate, Teacher Assistant, or another staff member. The EIT is responsible for setting a vision for student success; planning, preparing, and delivering instruction; and monitoring student progress to determine instructional needs. (S)he may also be responsible for monitoring the effectiveness of instruction supervised by the Reach Associate(s) / Teacher Assistant(s) and making or recommending changes. The EIT collaborates with team members teaching the same students (elementary) or subjects (secondary), such as other teachers, digital lab monitors, tutors, and paraprofessionals, to review student progress and change instruction to ensure high-progress learning for every child. The EIT may work on a team led by a Multi-Classroom Leader (MCL).

One week of professional development is required prior to the first year in the position.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

Planning and Preparation

- Set a clear and compelling vision that includes ambitious, measurable academic and social-emotional expectations for all students.
- Establish instructional methods and materials.
- Create a culture of achievement.
- Plan backward to align all lessons, activities and assessments.

- Design instruction that is rigorous (developing higher-order thinking skills) and personalized (reflecting the learning levels and interests of individual students).
- Design assessments that accurately reflect student progress.

Classroom Environment

- Hold students to high expectations for behavior and engagement that are ambitious and measurable.
- Know and understand PBIS, be able to use it to guide teachers to implement PBIS fully.
- Create physical classroom environments that are welcoming and conducive to collaborative and individual learning.
- Build positive relationships and establish a culture of mutual respect, enthusiasm, hard work.
- Facilitate the development of a growth mindset.

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 their learning using a variety of influence techniques.
- Incorporate a variety of evidence-based instructional strategies that result in high levels of student learning.
- Differentiate instruction.
- Monitor and analyze student assessment data to inform enriched instruction by teacher.
- Communicate regularly with students and families, and keep them informed of their progress.

PROFESSIONAL AND SUPERVISORY RESPONSIBILITIES

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills.
- Proactively strive to improve instructional and leadership practice.
- Collaborate with other teachers, tutors, and associate / assistant teachers to analyze data, group students, teach, and assign interventions.

- Participate in and lead professional development at school and within district.
- Manage the duties and schedule of supporting paraprofessionals (as needed).

QUALIFICATIONS

- Master's Degree, preferred
- Knowledge of subject area being taught (concentration in ELA and Math)
- Strong knowledge of guided reading and general literacy instruction
- Minimum three (3) years of teaching experience
- Student Outcomes:
 - NC teacher candidates: Candidates must demonstrate that they have “exceeded or met growth” with their students for 2 out of 3 years based on EVAAS data
 - NC student/school support candidates (coaches, administrators, etc.): Candidates must demonstrate that the students and/or teachers they have supported have “exceeded growth or met growth” for 2 out of 3 years based on EVAAS data (do not have to be consecutive years)
 - Out of state candidates: Candidates must demonstrate 2 years of high-progress student outcomes

***Ratings of Proficient or better (or the equivalent) in the areas of leadership and instructional facilitation on most recent summative evaluation

***Demonstrated leadership experience

CRITICAL COMPETENCIES

- Achievement - Sets ambitious goals and operates with urgency to reach a high standard of performance, despite challenges.
- Impact and Influence - Acts with the purpose of influencing what other people think and do.
- Belief in Learning Potential – Believes that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates. Believes that adults can learn and grow.
- Monitoring and Directiveness - Sets clear expectations and holds others accountable for performance.
- Initiative and Persistence - Eager to take risks and to support team in doing so; Undertakes self-development activities; Looks for and takes advantage of opportunities to improve; Receives feedback positively and implements changes in practice.
- Coachability-Desires to grow and achieve by learning from the feedback and examples set by supervisors, coaches, and fellow teachers.
- Time Management and Organization - Meets deadlines, prioritizes effectively, plans

purposefully, and uses time wisely.

- Teamwork - Effectively interacts with administrators, co-workers, students and parents, especially across lines of difference; Recognizes accomplishments of others; Identifies and resolves conflicts in a timely manner.
- Problem Solving - Applies logical thinking or reasoning, even in emotional situations; Collects and accurately analyzes data and uses it to make logical decisions; Uses intuition and experience to complement data.
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HOURS

- Full-time teacher coaching position
- EIT will have built-in planning and collaboration times
- Before and after school commitments as necessary

COMPENSATION

- NC Salary Schedule, district supplement \$2500
- EIT 1- \$5000
- EIT 2-\$7000
- EIT 3-\$9000
- 2 year contract*
- NC state benefits, as well as other benefits available for review

*Depending on initial start date

ADDITIONAL INFORMATION

- This position may require ongoing professional development.
- Does require professional development over the summer.

Application requirements:

- Resume
- Letter of interest
- Summary of high-growth data and narrative explanation
- 2016-17 and 2017-2018 summative evaluation rubrics from NCEES or the equivalent
- Leadership Narrative

Interested candidates should submit application materials to:

Michelle L. Burton

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Visit our website at www.vcs.k12.nc.us for more details.