

**Job Description**

**JOB TITLE:** EC Teacher

**REPORTS TO:** Building Principal

**SALARY:** Based on State and Local Salary Schedules

**STATUS:** Permanent, 10 months, Certified, Exempt

**SUMMARY:**

To plan, organize, and present instruction in an instructional environment to help students learn subject matter and skills that will contribute to their educational and social development. May coordinate and direct the activities of the teacher assistant.

**RESPONSIBILITIES & DUTIES:**

1. Have materials, supplies and equipment for each lesson ready at the start of the lesson or instructional activity; get the class started quickly; get students on task quickly at the beginning of each lesson; maintain a high level of student time-on-task.
2. Have an established set of rules and procedures that govern the handling of routine administrative matters. Have an established set of rules and procedures that govern student verbal participation and talk during different types of activities-whole class instruction, small group instruction, etc. Have an established set of rules and procedures that govern student movement in the classroom during different types of instructional and non-instructional activities. Stop inappropriate behavior promptly and consistently, while maintaining the dignity of the student.
3. Begin the lesson or instructional activity with a review of previous materials. Introduce the lesson or instructional activity and specific learning objectives when appropriate. Speak fluently and precisely. Present the lesson or instructional activity using concepts and language understandable to the students. Provide relevant examples and demonstrations to illustrate concepts and skills. Assign tasks that students handle with a high rate of success. Conduct lessons or instructional activities at a brisk pace, slowing presentation when necessary for student understanding but avoiding slowdowns. Make transitions between lessons and between instructional activities within lessons efficiently and smoothly. Make sure the assignment is clear. Summarize the main point(s) of the lesson at the end of the lesson or instructional activity.
4. Maintain a clear, firm, and reasonable work standards and due dates. Circulate throughout the room during class work to check all students' performance. Routinely use oral, written, and other work products to check student progress. Pose questions clearly and one at a time.
5. Provide feedback on the correctness or incorrectness of in-class work to encourage student growth. Regularly provide prompt feedback on assigned out of class work. Affirm a correct oral response appropriately and move on. Provide sustaining feedback after an incorrect response or no response by probing, repeating the question, giving clues, or allowing more time.
6. Have an instructional plan which is compatible with the school and system-wide curricular goals; uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks. Use district pacing guides and Common Core Standards for instruction. Maintain accurate records to document student performance. Have an instructional plan that matches/aligns objectives, learning strategies, assessment, and student needs at the appropriate level of difficulty. Use available human and material resources to support the instructional program.

7. Treat all students in a fair and equitable manner. Interact effectively with students, co-workers, parents, and the community.
8. Carry out non-instructional duties as assigned and/or need is perceived. Adhere to established laws, policies, rules and regulations. Follow a plan for professional development and demonstrate evidence of growth.
9. Monitor, manage, and respond to situations that need attention and/or assistance for each student on your caseload.
10. Support and assure the implementation of the child's IEP across all settings.
11. Provide consultation, inclusive practices, and technical assistance to general education teachers.
12. Provide copies of the IEP and/or the specific plans necessary for the implementation of student services, accommodation, modifications, and/or behavior intervention plans to all teachers, providers, and/or staff that serve or "are in the need to know the implementation of the plan" for students on your caseload.
13. Facilitate interventions when a child with an IEP is not having success or has failing grades.
14. Facilitate and write IEPs for students on or being added to your caseload.
15. Ensure that all IEPs are written and completed in a timely manner to meet all required deadlines with quality.
16. Ensure that all reevaluations and the necessary paperwork are completed in a timely manner to meet all required deadlines with quality.
17. **Contact your Program Support Specialist when you:** (1) anticipate a difficult IEP meeting with legal implications; (2) if there is the potential of having a student placed in a separate setting; or (3) if the IEP has monetary implications or requests.
18. Complete progress reports and any additional documentation requested. Assure that reports are sent out to parents/guardians as frequent as reports are sent out to non-disabled students or as stated in the student's IEP.
19. Monitor, arrange, and organize working files and confidential files while assuring compliance with DPI audit process/forms.
20. Monitor and address student's progress in the general education setting, suspension days, attendance, completion of assignments/homework, compliance timelines (annual IEP and re-evaluation due dates).
21. Send written notification/invitations to all required team members upon determined team meeting; includes IEP, referral meeting, eligibility determination meeting, etc.
22. Complete the NC testing forms for each student on your caseload within the testing grades; submit to school testing coordinator.
23. Effectively use CECAS to update, add, or modify child specific data when a new student with an IEP enters your school and after every IEP meeting.
24. Attend all required trainings required by the Exceptional Children's Department and/or the District.
25. Utilize current technology to complete tasks.
26. Interact and answer questions professionally and appropriately with staff members, administration, the public and district staff in person, email, and via telephone.
27. Perform other duties and responsibilities as assigned by supervisor.

#### **MINIMUM EDUCATION, EXPERIENCE AND REQUIREMENTS:**

Must be a graduate from a 4 year accredited college education program or have alternative qualifications approved by the North Carolina Department of Instruction. This position requires a North Carolina teaching license.

**KNOWLEDGE, SKILLS, AND ABILITIES:**

1. 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.
2. Ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.
3. Ability to read simple forms, the ability to prepare simple forms, and supply requisitions using prescribed format. Ability to communicate effectively; possess excellent oral and written communication skills (grammar, spelling, etc).
4. Ability to apply common sense understanding to carry out instructions furnished in written, oral or diagrammatic form; to deal with problems involving several concrete variables in or from standardized situations. Ability to learn, interpret and explain departmental and systems procedures and policies. Ability to prepare, read and comprehend a variety of job related forms, reports, spreadsheets, maps, plans, records, documentation and correspondence.
5. 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. Speak to individuals or groups of people with poise, voice control and confidence. Respond adequately to inquiries or complaints. Speak to individuals or groups of people with poise, voice control and confidence.
6. Ability to utilize mathematical formulas, to add, subtract, divide and multiply.
7. Ability to inspect items for proper length, width and shape.
8. Ability to coordinate hands and eyes rapidly and accurately in using computers and other technology.
9. Ability to handle a variety of items such as maintenance equipment. Must have minimal levels of eye/hand/foot coordination.
10. Ability to differentiate between colors or shades of color.
11. Ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under average levels of stress. Ability to relate well to diverse groups of people. Ability to prioritize and manage multiple tasks in a fast-paced environment, to remain calm and professional in environment with shifting proprieties. Perform under stress, deal with persons acting under stress, and adapt when confronted with emergency situations. Be sensitive to cultural differences among individuals and groups of persons
12. Ability to talk and hear.
13. Working knowledge and proficient level of experience with Microsoft Office programs such as Word, Excel and PowerPoint. Operate/use a variety of automated office machines and other office equipment.

**PHYSICAL REQUIREMENTS:**

Must be physically able to sit, stand, walk and drive a car. Physical demand requirements are for light work; lifting boxes up to 10 pounds.

**DISCLAIMER:**

The statements of the job description are intended to describe the general nature and level of work performed by an employee in this category. The description does not contain an exhaustive list of all responsibilities, duties, skills and other requirements necessary of employees to perform in this position.

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Signature

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Date