

Durham Public Schools Job Description

Curriculum and Instruction Teacher

JOB TITLE: Teacher

REPORTS TO: Building Principal

SALARY: Based on State and Local Salary Schedules

STATUS: Permanent 10 months, Certified, Exempt

SUMMARY: The teacher is expected 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. The teacher may coordinate and direct the activities of the teacher assistant.

RESPONSIBILITIES & DUTIES:

Demonstrate Leadership

1. Take responsibility for all students' learning.
2. Communicate vision to students.
3. Use data to organize, plan, and set goals.
4. Use a variety of assessment data throughout the year to evaluate progress.
5. Establish a safe and orderly environment.
6. Empower students.
7. Work collaboratively with all school personnel to create a professional learning community.
8. Analyze data.
9. Develop goals and strategies through the school improvement plan.
10. Assist in determining school budget and professional development.
11. Participate in hiring process.
12. Collaborate with colleagues to mentor and support teachers to improve effectiveness.
13. Strive to improve the profession.
14. Contribute to the establishment of positive working conditions.
15. Participate in decision-making structures.
16. Promote professional growth.
17. Advocate for positive change in policies and practices affecting student learning.
18. Participate in the implementation of initiatives to improve education.
19. Demonstrate ethical principles.
20. Uphold the Code of Ethics and Standards for the Professional Conduct.

Establish a Respectful Environment for a Diverse Population of Students

1. Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.
2. Demonstrate knowledge of diverse cultures.
3. Select materials and develop lessons that counteract stereotypes and incorporate contributions.
4. Recognize the influences on a child's development, personality, and performance.
5. Consider and incorporate different points of view.
6. Maintain high expectations for all students.
7. Appreciate differences and value contributions by building positive, appropriate relationships.
8. Collaborate with specialists.
9. Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.
10. Improve communication and collaboration between the school and the home and community.
11. Promote trust and understanding and build partnerships with school community.
12. Seek solutions to overcome obstacles that prevent family and community involvement.

Know the Content

1. Teach the North Carolina Standard Course of Study.
2. Develop and apply strategies to make the curriculum rigorous and relevant.
3. Develop literacy skills appropriate to specialty area.
4. Know subject beyond the content they teach.
5. Direct students' curiosity into an interest in learning.
6. Know links between grade/subject and the North Carolina Standard Course of Study.
7. Relate content to other disciplines.
8. Promote global awareness and its relevance.
9. Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.
10. Demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.

Facilitate Learning for Students

1. Know how students think and learn.
2. Understand the influences on student learning and differentiate instruction.
3. Keep abreast of evolving research.
4. Adapt resources to address the strengths and weaknesses of students.
5. Collaborate with colleagues.
6. Use data for short- and long-range planning.
7. Engage students in the learning process.
8. Monitor and modify plans to enhance student learning.
9. Respond to cultural diversity and learning needs of students.
10. Choose methods and materials as they strive to eliminate achievement gaps.
11. Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.
12. Know appropriate use of technology.
13. Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

14. Help students develop critical thinking and problem-solving skills.
15. Teach the importance of cooperation and collaboration.
16. Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.
17. Communicate clearly with students in a variety of ways.
18. Assist students in articulating thoughts and ideas clearly and effectively.
19. Use multiple indicators, both formative and summative, to evaluate student progress.
20. Provide opportunities for self-assessment.
21. Use assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Reflect on Practice

1. Analyze student learning.
2. Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement.
3. Collect and analyze student performance data to improve effectiveness.
4. Participate in continued, high quality professional development.
5. Investigate and consider new ideas that improve teaching and learning.
6. Adapt practice based on data.

Contribute to the Academic Success of Students

1. Understand that the work of the teacher results in acceptable, measurable progress for students.
2. Understand that the work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

Other

1. Attend all required trainings school or the District.
2. Utilize current technology to complete tasks.
3. Interact and answer questions professionally and appropriately with staff members, administration, parents, the public and district staff in person, email, and via telephone.
4. Perform other duties and responsibilities as assigned by supervisor.

EC Teachers

1. Monitor, manage, and respond to situations that need attention and/or assistance for each student on your caseload.
2. Support and assure the implementation of the child's IEP across all settings.
5. Provide consultation, inclusive practices, and technical assistance to general education teachers.
3. 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.
4. Facilitate interventions when a child with an IEP is not having success or has failing grades.
5. Facilitate and write IEPs for students on or being added to your caseload.
6. Ensure that all IEPs are written and completed in a timely manner to meet all required deadlines with quality.

7. Ensure that all reevaluations and the necessary paperwork are completed in a timely manner to meet all required deadlines with quality.
8. 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.
9. 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.
10. Monitor, arrange, and organize working files and confidential files while assuring compliance with DPI audit process/forms.
11. 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).
12. Send written notification/invitations to all required team members upon determined team meeting; includes IEP, referral meeting, eligibility determination meeting, etc.
13. Responsible for completing the NC testing forms for each student on your caseload within the testing grades; submit to school testing coordinator.
14. 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.
15. Attend all required trainings required by the Exceptional Children's Department and/or the District.

MINIMUM EDUCATION, EXPERIENCE AND REQUIREMENTS:

Must be a graduate from a 4 year accredited college or university. A degree in education is preferred or meet the requirements to obtain a teaching license. This position requires a North Carolina teaching license.

KNOWLEDGE, SKILLS AND ABILITIES:

1. Ability to constantly monitor the safety and well-being of students.
2. Ability to motivate students.
3. Ability to maintain a clean and orderly environment.
4. Ability to perform general clerical duties.
5. Ability to maintain order and discipline in a classroom.
6. Ability to operate common office machines.
7. Ability to maintain basic files and records.
8. Ability to understand and follow oral and written instructions.
9. Ability to establish and maintain effective working relationships.

PHYSICAL REQUIREMENTS:

Must be able to use a variety of equipment and classroom tools such as computers, copiers, typewriters, calculators, pencils, scissors, and equipment for children with special needs, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work, lifting boxes up to 20 pounds.

DISCLAIMER:

Job Description

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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.

Signature

Date