

Position Title	Classroom Excellence Teacher Middle Grades				
Working Title	Classroom Excellence Teacher Middle Grades				
School/Department	Pender County Schools				
Location	School-Based				
Pay Grade	NC Teacher Scale plus ATR Stipends	FLSA Status	Exempt		
Reports To	School Principal				
Work Week Schedule	Monday - Friday	Work Hours	8:00 AM - 5:00 PM; some evenings	Months/Yr	10
Compensation	NC Teacher salary + PCS local supplement + ATR Salary Differential (\$7,000)*				
Position Purpose	Classroom Excellence Teachers are individuals recognized for instructional excellence who, in addition to teaching class sizes larger than more novice educators, serve as exemplars of aligned instruction, Pender County Schools' instructional framework, and effective classroom and behavior management processes and practices for new and beginning teachers. CETs serve as ambassadors for the profession of teaching, providing support and promoting the growth of other teachers in their school and across the district.				
Position Analysis	<p>The Classroom Excellence Teacher (CET) role is pivotal within our educational framework, functioning as an instructional coach at the school level. CETs provide targeted support in specific content areas to teams of 2 to 6 teachers, focusing on enhancing teaching practices and elevating student learning outcomes. With shared responsibility for the academic performance of all students within the team, CETs foster a culture of collaboration, continuous improvement, and excellence. This position embodies a commitment to instructional excellence and student achievement, driving collective growth and success within the school community.</p> <p>All PCS Classroom Excellence Teachers use the PDSA (Plan, Do, Study, Act) cycle as a model for defining most of their work processes, PDSA is the basic structure for the district's overall strategic planning, needs--analysis, curriculum design and delivery, staff goal-setting and evaluation, provision of student services and support services, and classroom instruction.</p>				

**Salary differential is for eligible ATR positions within the context of service as a Classroom Excellence Teacher*

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Minimum Qualification Standards

Knowledge, Skills, and Abilities	Knowledge
	? Core Subject Matter Expertise – Deep understanding of the subject(s) they teach (reading, English/Language Arts, science, social studies), including the North Carolina Standard Course of Study (NCSCOS) content standards and curriculum requirements.
	? Pedagogical Knowledge – Understanding of teaching methodologies, instructional strategies, and classroom management techniques.
	? Child and Adolescent Development – Awareness of cognitive, social, emotional, and physical development stages.
	? Educational Psychology – Knowledge of how students learn, including different learning theories and motivation strategies.
	? Assessment and Evaluation – Understanding of formative and summative assessments, data analysis, and feedback methods.
	? Differentiated Instruction – Knowledge of how to tailor lessons to meet diverse learning needs, including special education and gifted students.
	? Cultural Competence – Awareness of diverse backgrounds, cultural sensitivities, and inclusive teaching practices.
	? Education Laws and Policies – Familiarity with educational policies, student rights, ethical teaching standards, and special education laws.
	? Technology in Education – Understanding how to integrate technology effectively for instruction, engagement, and assessment.
? Collaboration and Professional Development – Knowledge of teamwork, working with colleagues, and staying updated through professional learning.	
Skills	
? Lesson Planning – Ability to design engaging, standards-based lesson plans.	
? Classroom Management – Skill in establishing rules, routines, and discipline to maintain a positive learning environment.	

	<ul style="list-style-type: none"> ? Instructional Delivery – Effective teaching techniques, including direct instruction, inquiry-based learning, and project-based learning. ? Communication – Strong verbal and written communication skills for engaging students, parents, and colleagues. ? Adaptability – Ability to adjust teaching strategies based on student needs, feedback, or unexpected challenges. ? Problem-Solving – Skill in identifying and resolving classroom or student-related issues efficiently. ? Data Analysis – Ability to interpret student performance data and adjust instruction accordingly. ? Creativity and Innovation – Developing engaging and meaningful learning experiences using creative approaches. ? Relationship-Building – Ability to foster strong, positive relationships with students, parents, and the school community. ? Time Management – Balancing lesson planning, grading, meetings, and student needs effectively. Abilities ? Engaging and Motivating Students – Inspiring curiosity and a love for learning. ? Encouraging Critical Thinking – Helping students develop problem-solving and
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	<ul style="list-style-type: none"> analytical skills. ? Fostering a Growth Mindset – Encouraging perseverance and a positive attitude toward challenges. ? Creating an Inclusive Environment – Ensuring all students feel valued and supported. ? Managing Diverse Learning Needs – Adapting to different learning styles, disabilities, and cultural backgrounds. ? Maintaining Professionalism – Upholding ethical and professional standards in all interactions. ? Continuous Learning – Staying informed about new teaching strategies, research, and best practices. ? Emotional Intelligence – Understanding and managing emotions to support students effectively. ? Building a Positive Classroom Culture – Establishing respect, trust, and enthusiasm for learning. ? Leading by Example – Modeling behaviors such as curiosity, resilience, and respect.
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Education, Training, and Experience	<ul style="list-style-type: none"> ? A Bachelor’s in Education (B.Ed.) or a related field (e.g., Mathematics, English, Science, History) with teaching certification. ? For secondary education, a degree in the subject area (e.g., B.A. in English, B.S. in Biology) with teaching certification. ? At least five (5) years of teaching experience
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Certification and License Requirements	<ul style="list-style-type: none"> ? Must hold and maintain a valid motor vehicle operator’s license according to the State of NC requirements ? Teacher licensure (or eligibility to hold) in K-6 or core content area PLUS at least one advanced certification (preferred): either National Board certification in a classroom certification area or master’s degree in applicable certification area (preferred)
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Special Requirements	<ul style="list-style-type: none"> ? Rating of Accomplished or higher on Standards 1–5 of the NC Teachers evaluation instrument ? Presentation or portfolio documenting the impact on student achievement including, if applicable, evidence that the teacher has exceeded expected student growth based on 3 years of teacher evaluation data as calculated by the State Board of Education ? Demonstrated capacity as a teacher leader ? Recommendation by Principal or other supervisor
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Essential Duties and Responsibilities

Professional Responsibilities

	<ul style="list-style-type: none"> ? Solicit and eagerly receive feedback from supervisor and team members to improve learning outcomes ? Organize and schedule team time to ensure alignment of instructional vision and delivery in all classrooms, and to troubleshoot students’ persistent learning challenges ? Determine how students spend instructional time based on instructional skills and content knowledge of teachers in a team ? Allocate instructional process elements (lesson planning, large-group instruction, small-group instruction, individual interventions, data analysis, grading, etc.) among a team of teachers based on teacher strengths, content knowledge, and professional development goals ? Model instructional tasks to aid team development
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? Clarify and adjust team members' roles and provide feedback, developmental advice, and assignments to develop their effectiveness

? Set high expectations of achievement that are ambitious and measurable for all students taught by team

? Establish methods and create instructional tools and materials that team teachers use in all classrooms based on district curriculum resources

Leads Team in Planning and Preparation

? plan backward to align instructional activities to curriculum and assessments

? design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)

? Design standards-aligned assessments to formatively and summatively evaluate student progress

Leads Team in Classroom Environment

? hold students accountable for high expectations of behavior and engagement that are ambitious and measurable

? create physical classroom environments conducive to collaborative and individual learning ? establish a culture of respect, enthusiasm, and rapport

Leads Team in Instruction

? demonstration lessons with pre- and post-discussion/analysis

? 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 questioning and discussion in teaching

? incorporate small-group and individual instruction to personalize and tailor instruction to individual needs

? monitor and analyze student assessment data to inform enriched instruction by teacher

? communicate with students and keep them informed of their progress

Working Conditions

Physical Demands

While performing the duties of this job, the employee is sometimes required to sit, stand, and walk. The employee is regularly required to work indoors and outdoors. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds using proper lifting techniques. Specific vision abilities required by this job include close vision, and the ability to adjust focus. Must be able to drive to a variety of school sites.

Work Environment

? School-based instruction and collaborative work across schools/district

DISCLAIMER: *The above statements are intended to describe the general purpose and responsibilities assigned to this position. They are not intended to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and skills that may be required of the employees assigned to this position. This description may be revised by the supervisor, with HR review and approval, at any time.*