

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXPANDED IMPACT TEACHER

GENERAL STATEMENT OF JOB

The Expanded Impact Teacher plans and delivers in-person instruction for more students (**see Compensation Section of job description for differentiation between Expanded Impact Teacher I, II, and III**) in a school where students rotate between a paraprofessional and the expanded impact teacher. While one class of students works with a paraprofessional to cover basic knowledge and skills, the Expanded Impact Teacher teaches another class of students, focusing on delivering personalized and enriched instruction. The teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. The teacher is also responsible for monitoring the effectiveness of the paraprofessional's instruction and making or recommending changes. The teacher collaborates with team members, such as other teachers, tutors, and assistant teachers, to review student progress and change instruction as needed to ensure high-progress, enriched learning for every child. The team leader variation combines this role with multi-classroom leadership, and includes input into choosing and managing team members and digital resources. The Expanded Impact Teacher reports to the Principal or Multi-Classroom Leader.

SPECIFIC DUTIES AND RESPONSIBILITIES **ESSENTIAL JOB FUNCTIONS**

Planning and Preparation

Set high expectations of achievement that are ambitious and measurable for students.

Plan backward to align all lessons, activities, and assessments.

Determine how students spend instructional time (e.g., with digital software for knowledge and skill acquisition, large and small groups with teacher, project-based learning, and individual interventions with tutors or assistant teachers, etc.).

Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students).

Design assessments that accurately assess student progress and/or incorporate digital assessments.

Classroom Environment

Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable.

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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 their learning using a variety of influence techniques.

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 enriched instruction by teacher.

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 both at home and at school, and to encourage a home life conducive to learning success.

Collaborate with other teachers, tutors, assistant teacher(s) and lab monitor(s) to analyze student data, group students, teach, and assign interventions.

Participate in professional development opportunities at school.

ADDITIONAL JOB FUNCTIONS

Performs other work related to school-based professional development as requested.

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MINIMUM TRAINING AND EXPERIENCE

Minimum of a Bachelors Degree with appropriate NC licensure or ability to obtain appropriate licensure and knowledge for subject matter being taught. One to two years of teaching experience with prior evidence of high-progress student outcomes in relevant subjects; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

COMPENSATION

Expanded Impact Teacher I – Teaches at least 33% more students and receives a Salary Differential of \$6,000.

Expanded Impact Teacher II – Teaches at least 50% more students and receives a Salary Differential of \$8,000

Expanded Impact Teacher III – Teaches at least 66% more students and receives a Salary Differential of \$10,000.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, calculators, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the 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.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments or directions.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, press releases, etc. Requires the ability to prepare correspondence, reports, forms, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to

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follow oral and written instructions. Must be able to communicate effectively and efficiently using a variety of technical or professional languages including counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of descriptive statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Critical competencies:

Achievement – the drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Impact and Influence – acting with the purpose of influencing what other people think and do.

Initiative and Persistence – the ability and actions to do more than is expected or required in order to accomplish a challenging task.

Teamwork – the ability and actions needed to work with others to achieve shared goals.

Belief in Learning Potential – a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.

Coachability – the desire to grow and achieve by learning from the examples set by mentors, staff and fellow teachers.

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Planning Ahead - a bias toward planning in order to derive future benefit or to avoid problems.

Job Mastery – ability to develop and acquire expertise that enables one to improve job outcomes over time.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.