NASH COUNTY PUBLIC SCHOOLS
930 EASTERN AVENUE, NASHVILLE, NC

POSITION: Team Reach Teacher (Advanced Teaching Role)

EMPLOYMENT: 10 Months

REPORTS TO: Principal

SALARY GRADE: State Salary Schedule commensurate with degree, certification and experience

Nature of Work

The Team Reach Teacher (TRT) serves on a multi-classroom leader's (MCL's) team, directly teaching more students than usual, but typically without raising instructional group sizes. With guidance from the team's MCL, the TRT plans and delivers instruction for multiple classes in a school where students rotate between face-to-face learning with the teacher and digital or offline learning supervised by a paraprofessional known as a reach associate or a teacher resident. While one class of students is with a reach associate, the TRT teaches another class of students, focusing on delivering personalized and enriched instruction. The TRT is responsible for co-planning, co-preparing, and delivering instruction, and co-monitoring student progress to determine instructional needs. The TRT is also responsible for monitoring the effectiveness of instruction supervised by the reach associate(s) and making or recommending changes. The TRT collaborates with others working with the same students or subjects, including other members of the multi-classroom leader's team as well as reach associates, to review student progress and change instruction to ensure high- progress, enriched learning for every student. In elementary schools, the TRT may specialize by subject.

Some schools may have a more specific title for team reach roles, such as elementary subject specialist, blended-learning teachers, or expanded-impact teacher. Note that some districts use these titles only for master team reach teachers, and these titles may be reserved for TRTs who have produced high-growth student learning in prior years.

Responsibilities. With guidance from MCL and in collaboration with team colleagues:

Planning and Preparation

* Set high expectations of achievement that are ambitious and measurable for students
* Plan backward to align all lessons, activities, and assessments in designated subject(s)
* Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
* Design personalized digital or offline assignments for students while under reach associate supervision
* Design assessments that accurately assess student growth
* Determine how students spend all instructional time

Classroom Environment

* Hold students accountable for high expectations of behavior and engagement
* 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 learning with several influence methods
* 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 personalized, enriched instruction
* Provide reach associate with student groupings, instructional assignments, and assessment rubrics
* Communicate with students and keep them informed of their progress

Professional Responsibilities

* Solicit and eagerly receive feedback from multi-classroom leader and team members to improve professional skills
* Maintain regular communication with families, and work collaboratively with them to design learning at home and school, and to encourage a home life conducive to learning
* Collaborate with reach associate, other teachers, and staff responsible for the same students

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* Participate in professional development at school, including on-the-job development led by the MCL

Qualifications

* Knowledge of subject matter being taught
* Bachelor's degree
* Valid teaching certificate
* Prior evidence of high-progress student outcomes in the relevant subjects (in the top 25 percent compared to other teachers in a state or on national tests/demonstrate positive growth on student achievement based on EVAAS)
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* Demonstrated effectiveness working with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences. Preference given for experience working successfully with those of similar demographics to the desired school placement.

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* Competitive pay for an excellent teacher dependent upon funding, plus benefits and opportunities for pay raises. Pay also varies based on the number of students reached successfully. Possibility to advance into higher-paid Opportunity Culture roles available in some schools.

Hours

* Full-time teaching position
* Team reach teacher typically teaches multiple classes in alternating time blocks through the day
* Team reach teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

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These are the critical competencies a candidate for this position should have.

Team Reach Teacher—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Planning Ahead (PLA)	A bias toward planning in order to reach goals and avoid problems.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Cultural Engagement (CE)	Noticing, anticipating, and acting to meet people's practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics—**including race, gender, sexual orientation, religious, economic, and/or other backgrounds**—in order to create positive impact on individuals and groups.
Teamwork (TMW)	The ability and actions needed to work with others to achieve shared goals.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility (FL)	The ability to adapt one's approach to the requirements of a situation and to change tactics.
Belief in Learning Potential (BLP)	A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.

*For an explanation of these competencies and how they are used in selection, please visit **this webpage**.*