

### Teaching Profession Essential Standards:

- [Professional Duties of a Teacher](#): G.S. 115C-307 - North Carolina General Assembly. These professional duties include student teachers in the law, “A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall...”
- All educators are expected to abide by the professional [Code of Ethics and Standards of Professional Conduct](#).
- [NC Professional Teaching Standards](#): The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Each of these will include the skills and knowledge needed for 21st-century teaching and learning:
  - Demonstrate Leadership
  - Establish a Respectful Environment for a Diverse Population of Students
  - Teachers Know the Content They Teach
  - Teachers Facilitate Learning for Their Students
  - Teachers Reflect on Their Practice
  - Teachers Contribute to the Academic Success of Students

Example of [Buncombe County Schools Teacher Job Description](#) that includes:

#### PERFORMANCE RESPONSIBILITIES:

1. Ability to differentiate instruction to meet the needs of all learners.
2. Ability to plan, coordinate, and continuously improve instruction.
3. Ability to analyze situations, determine possible options, and make appropriate decisions based on the Data.
4. Must be able to use a variety of equipment and classroom tools.
5. Ability to manage instructional time and student behavior.
6. Ability to motivate students.
7. Ability to consult with parents, teachers, administrators, and the community to enhance the learning of Students.
8. Ability to monitor student performance.
9. Ability to interact within the educational environment.
10. Ability to perform non-instructional duties as assigned.

Example of [Asheville City Schools Teacher Job Description](#) that includes (You have to open a posted teaching job to see these):

**SPECIFIC DUTIES AND RESPONSIBILITIES: ESSENTIAL JOB FUNCTIONS: MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM**

**Management of Instructional Time:** Has materials, supplies and equipment for each lesson ready at the start of the lesson or instructional activity; gets the class started quickly; gets students on task quickly at the beginning of each lesson; maintains a high level of student time-on-task.

**Management of Student Behavior:** Has established a set of rules and procedures that govern the handling of routine administrative matters. Has established a set of rules and procedures that govern student verbal participation and talk during different types of activities-whole class instruction, small group instruction, etc. Has established a set of rules and procedures that govern student movement in the classroom during different types of instructional and non-instructional activities. Stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

**Instructional Presentation:** Begins lesson or instructional activity with a review of previous materials. Introduces the lesson or instructional activity and specific learning objectives when appropriate. Speaks fluently and precisely. Presents the lesson or instructional activity using concepts and language understandable to the students. Provides relevant examples and demonstrations to illustrate concepts and skills. Assigns tasks that students handle with a high rate of success. Conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding slowdowns. Makes transitions between lessons and between instructional activities within lessons efficiently and smoothly. Make sure the assignment is clear. Summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

**Instructional Monitoring of Student Performance:** Maintains clear, firm, and reasonable work standards and due dates. Circulates during class work to check all students' performance. Routinely uses oral, written, and other work products to check student progress. Poses questions clearly and one at a time.

**Instructional Feedback:** Provides feedback on the correctness or incorrectness of in-class work to encourage student growth. Regularly provides prompt feedback on assigned out of class work. Affirms a correct oral response appropriately and moves on. Provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving clues, or allowing more time.

**Facilitating Instruction:** Has 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. Maintains accurate records to document student performance. Has instructional plan that matches/aligns objectives, learning strategies, assessment, and student needs at the appropriate level of difficulty. Uses available human and material resources to support the instructional program.

**Interacting Within the Educational Environment:** Treats all students in a fair and equitable manner. Interacts effectively with students, co-workers, parents, and community. Provides a culturally diverse learning environment that recognizes the influence of cultural factors on a student's development and school performance. Demonstrates knowledge of the history of diverse cultures and their role in shaping global issues so as to expose all students to different points-of-view, foster respect for others, and give students the tools to prosper in today's global economy.

### **ADDITIONAL JOB FUNCTIONS**

Performs **related duties** and responsibilities as assigned by the principal and carries out non-instructional duties as assigned and/or need is perceived.

**Adheres to established laws, policies, rules and regulations**, including Policy 7320, Professional Duties and Noninstructional and Extracurricular Duties of Teachers and Policy 7931, Professional Standards of Conduct and Performance for Teachers.

Follows a **plan for professional development** and demonstrates evidence of growth.

### **MINIMUM TRAINING AND EXPERIENCE**

Must be a graduate from a 4 year accredited college education program or have alternative qualifications approved by the State Board of Education.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to sit, stand, walk and drive a car. Must be able to lift boxes up to 10 pounds. Physical demand requirements are for Light Work.

**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 giving instructions, assignments or directions to subordinates or assistants. Language Ability: Requires the ability to read simple forms. Requires the ability to prepare time sheets and supply requisitions using prescribed format.

**Intelligence:** Requires the 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.

**Verbal Aptitude:** Requires the 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.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas, to add, subtract, divide and multiply.

**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 computers and other technology.

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

**Color Discrimination:** Requires the ability to differentiate between colors or shades of color. Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under average levels of stress.

#### **Education Program Requirements for Teacher Licensure:**

- [Candidate Handbook](#): This includes all policies and procedures required by the department of education as well and the UNCA Education Department for licensure, including academics and evaluations, as well as procedures for removal from placement or program.
- This is NC Law: [NC General Assembly Article 17D Educator Preparation Programs](#): § 115C-269.25. Clinical partnerships and practice in educator preparation programs on page 6 outlines specifically Field Experience Requirements according to state law. \*\*\*I will paste that section below\*\*\*

\*\*\* (c) Field Experience Requirements. – To the extent practicable, EPPs shall require, in all programs leading to initial professional licensure, the following:

(1) Field experiences in every semester that include organized and sequenced engagement of students in settings that provide them with opportunities to observe, practice, and demonstrate knowledge and skills. The experiences shall be systematically designed and sequenced to increase the complexity and levels of engagement with which students apply, reflect upon, and expand their knowledge and skills, and to increase in each semester prior to the student's internship the number of hours spent in field experiences.

NC General Statutes - Chapter 115C Article 17D 7

(2) A minimum of two hours of field experience in the first semester of the program and a cumulative total of at least 12 hours of field experiences prior to the student's internship.

(3) At least one field experience in a low-performing school.

\*\*\* (d) Clinical Practice Requirements. – EPPs shall require clinical practice in the form of one of the following:

(1) Internship that lasts for a minimum of 16 weeks. Internships may be over the course of two semesters and shall, to the extent practicable, provide field experiences at both the beginning and ending of the school year. It shall be the responsibility of a clinical educator, in cooperation with the principal and the representative of the EPP, to assign to the intern responsibilities and duties that will provide adequate preparation for teaching.

(2) Residency that meets the following criteria:

a. The residency lasts for a minimum of one year.

b. The EPP provides ongoing support to a student for the full term of the Residency.

c. The EPP assigns a clinical mentor to the resident.

d. The resident completes field experiences and training required by the State Board prior to the residency.