



Vance County Schools Multi-Classroom Leader

Reports to: Building Level Principal

Position Available: July 1, 2019

Terms of Employment: 10.5 Months

Closing Date: Until filled

GENERAL SUMMARY

The Multi-Classroom Leader 1 leads a team of 2-3 other teachers and support staff, and is responsible for the student load of up to 3 teachers in one or multiple content areas at the elementary and secondary level. The MCL 2 serves up to 5 teachers and MCL 3 serves up to 6 or more teachers. (S)he establishes each team member's roles and goals at least annually, determines how students spend time, and organizes teaching roles to fit each teacher's strengths, content knowledge and professional development goals. The MCL also teaches students her/himself in most cases, but is assigned a teaching load that enables the MCL to perform the team leadership function effectively. The team uses the leader's methods and tools. The MCL organizes the team to review student progress and change instruction to ensure high-progress learning for every child. The MCL works collaboratively with the team, using the team's new ideas and innovations that the leader agrees may improve learning. The MCL is fully accountable for learning and development of all students taught by the team members. (S)he provides feedback to the principal about the team's development and needed support. MCLs collaborate with school-wide leaders, staff ,and other MCLs throughout Vance County and other counties to achieve strong student outcomes and teacher development.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

Planning and Preparation

- Lead team to set a clear and compelling vision that includes ambitious, measurable academic and social-emotional expectations for all students.
- Establish instructional methods and materials for all team teachers to use in their classrooms.

- Build relationships with teachers to create and maintain a culture of coaching.
- Lead team to:
 - Create a culture of achievement in each classroom.
 - Plan backward to align all lessons, activities and assessments
 - Design instruction that is rigorous (developing higher-order thinking skills) and personalized (reflecting the learning levels and interests of individual students)
 - Design assessments that accurately reflect student progress

Classroom Environment

Lead team to:

- Hold students to high expectations for behavior and engagement that are ambitious and measurable.
- Know and understand PBIS, be able to use it to guide teachers to implement PBIS fully.
- Create physical classroom environments that are welcoming and conducive to collaborative and individual learning.
- Build positive relationships and establish a culture of mutual respect, enthusiasm, hard work.
- Facilitate the development of a growth mindset.

Instruction

Lead team to:

- 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 a variety of evidence-based instructional strategies that result in high levels of student learning.
- Differentiate instruction.
- Monitor and analyze student assessment data to inform enriched instruction by teacher.
- Communicate regularly with students and families, and keep them informed of their progress.

PROFESSIONAL AND SUPERVISORY RESPONSIBILITIES

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills.
- Proactively strive to improve instructional and leadership practice.
- 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 team.
- Allocate instructional process elements (assessment development, lesson planning, large-group instruction, small-group instruction, individual interventions, data analysis, grading, etc.) among team of teachers based on teacher strengths, content knowledge, and professional development goals.
- Delegate non-instructional administrative duties among team of teachers and paraprofessionals, in collaboration with the administrative team.
- Model instructional tasks to aid team development.
- Clarify and adjust team members' roles and provide feedback, developmental advice, and assignments to develop their effectiveness.
- Evaluate team members for potential role changes, and for increasing job opportunities for team teachers who are ready to advance (to new or more complex roles).
- Collaborate with school-wide leaders, each other, and other MCLs throughout the district to achieve strong student outcomes and teacher development.
- Participate in professional development to gain a strong command of initiatives, curriculum and standards.
- Based on the high level of knowledge and expertise gained through professional development, the MCL will be able to lead professional development at school(s) and within the district.

QUALIFICATIONS

- Master's Degree, preferred
- Knowledge of subject area being taught, K-5
- Strong knowledge of guided reading and general literacy instruction
- Minimum three (3) years of teaching experience
- Student Outcomes:
 - NC teacher candidates: Candidates must demonstrate that they have "exceeded or met growth" with their students for 2 out of 3 years based on EVAAS data
 - NC student/school support candidates (coaches, administrators, etc.):

Candidates must demonstrate that the students and/or teachers they have supported have “exceeded growth or met growth” for 2 out of 3 years based on EVAAS data (do not have to be consecutive years)

- Out of state candidates: Candidates must demonstrate 2 years of high-progress student outcomes
- Experience successfully leading and managing a team of adults to accomplish goals

CRITICAL COMPETENCIES

- Achievement - Sets ambitious goals and operates with urgency to reach a high standard of performance, despite challenges.
- Impact and Influence - Acts with the purpose of influencing what other people think and do.
- Belief in Learning Potential – Believes that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates. Believes that adults can learn and grow.
- Monitoring and Directiveness - Sets clear expectations and holds others accountable for performance.
- Initiative and Persistence - Eager to take risks and to support team in doing so; Undertakes self-development activities; Looks for and takes advantage of opportunities to improve; Receives feedback positively and implements changes in practice.
- Planning Ahead - Meets deadlines, prioritizes effectively, plans purposefully, and uses time wisely.
- Team Leadership - Assuming authoritative leadership of a group for the benefit of the organization.
- Problem Solving - Applies logical thinking or reasoning, even in emotional situations; Collects and accurately analyzes data and uses it to make logical decisions; Uses intuition and experience to complement data.
- Strong knowledge and skills in developing other teachers.

HOURS

- Full-time teacher coaching position
- MCL will have built-in planning and collaboration times
- Before and after school commitments as necessary

COMPENSATION

- NC Salary Schedule, district supplement \$2500
- MCL 1- \$7000.00
- MCL 2-\$10,000
- MCL 3-\$13,000

- 2 year contract*
- NC state benefits, as well as other benefits available for review

*Depending on initial start date

ADDITIONAL INFORMATION

- This position requires ongoing coursework/professional development provided at no cost to the individual.
- Does require professional development over the summer.

Application requirements:

- Resume
- Letter of interest
- Summary of high-growth data and narrative explanation
- 2016-17 and 2017-2018 summative evaluation rubrics from NCEES or the equivalent
- Leadership Narrative

Interested candidates should submit application materials to:

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Visit our website at www.vcs.k12.nc.us for more details.