



Job Title: Multi-Classroom Leader

Wage/Hour Status: Exempt

Reports to: Campus Principal
Plus

Pay Grade: Teacher Step

Dept./School: To be assigned

Days: 187

Supervises: Team Reach Teacher, Master Team Reach Teacher, and Reach Associate in Assigned Group

Primary Purpose: The multi-classroom leader (MCL) leads a small team of teachers, paraprofessionals, and teacher residents in the same grade or subject to meet the MCL's standards of excellence. MCLs establish each team member's roles and goals at least annually, determine how students spend time, and organize teaching roles to fit each teacher's strengths, content knowledge, and professional development goals. The team uses the MCL's methods and tools. The MCL co-plans, co-teaches, models, coaches, and gives feedback. The MCL also teaches students part of the time (no more than 50% of the academic day). The MCL organizes the team to analyze student learning data and change instruction to ensure high-growth learning for every child. The MCL collaborates with the team, using the team's ideas and innovations that the MCL agrees may improve learning. The MCL is fully accountable for learning and development of all students taught by the team members. Each MCL helps choose team members and leads their development, and monitors, assesses, and shares their progress with the principal.

Qualifications:

Education/Certification:

- Knowledge of subject matter being taught
- Bachelor's degree
- Valid teaching certificate
- A minimum of 3 years of successful classroom experience

Special Knowledge/Skills:

- Prior evidence of high-progress student outcomes and growth in the relevant subjects (students making at least one year's growth during the academic year)
- Evidence of superior prior academic achievements, and organizing and influence skills indicating very high potential to perform at this level.
- Able to support an entry-level teacher and works under close supervision with said teacher until similar student gains have been demonstrated
- 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.
- Experience successfully leading and managing a team of adults to accomplish goals.

Major Responsibilities and Duties:

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Partial-release MCLs will apply all of these responsibilities to their own classroom(s) as well as those of their team members. Full-release MCLs ensure follow-through on these practices by their team members, and use the instructional strategies when working directly with the team's students:

Planning and Preparation

- 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
- Utilize the district aligned instructional materials that team teachers use in all classrooms
- Set direction, verbally and with tools and materials, that clarify content and teaching process
- Lead team to:
 - plan backward to align all lessons, activities, and assessments
 - design instruction that is enriched (developing higher-order thinking skills) and personalize learning which reflects the individual students' levels and interests
 - design and utilize assessments that accurately assess student progress

Classroom Environment

- Lead team to:
 - 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

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 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 teachers (data-driven instruction-DDI)
 - 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
- Lead team to 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
- Organize and schedule team time to ensure alignment of instructional vision and delivery in all classrooms, and to troubleshoot students' persistent learning challenges
- Lead team to determine how students spend instructional time based on instructional skills and content knowledge of teachers in team
- Allocate instructional process elements (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

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- Assign non-instructional administrative duties among team of teachers
- Model instructional tasks to aid team development
- Clarify and adjust team members' roles and responsibilities, provide observation feedback, developmental advice, and assignments to develop teacher effectiveness
- Assess 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)
- Share team member's progress with principal when team members do not meet expectations
- Participate in professional development opportunities

Critical Competencies

- **Achievement:** The drive and actions to set challenging goals and reach a high standard of performance despite barriers
- **Monitoring and Directedness:** The drive and actions to set clear expectations and hold others accountable for performance
- **Planning Ahead:** A bias toward planning in order to reach goals and avoid problems
- **Impact and Influence:** Acting with the purpose of influencing what other people think and do
- **Team Leadership:** Assuming authoritative leadership of a group for the benefit of the organization
- **Cultural Engagement:** 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 individual and the group
- **Initiative and Persistence:** The drive and actions to do more than is expected or required in order to accomplish a challenging task
- **Believe in Learning Potential:** A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates
- **Developing Others:** Influence with the specific intent to increase the short and long term effectiveness of another person
- **Flexibility:** The ability to adapt one's approach to the requirements of a situation and to change tactics

Supervisory Responsibilities:

Team Reach Teacher and Reach Associate in Assigned Group

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Occasional prolonged or irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. I have read, understand, and attest to the above description and funding relating to my daily activities.

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Signature _____

Date _____

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