

Multi-Classroom Leader (MCL - 1)

Reports To: Campus Principal
Dept / Campus: Assigned Campus
Pay Grade: Additional Stipend \$13,000
Board Approval: April 2021

PRIMARY PURPOSE / FUNCTION:

The Multi-Classroom Leader 1 (MCL1) leads a team of teachers and support staff to increase student academic growth. The MCL1 teaches students, organizes the team to review student progress and leads the team to make changes to instructional delivery to ensure high- progress learning for every child. The MCL provides feedback to the principal and campus administration teams in designing professional development needs and goals, coaching progress, and evaluating growth of teachers on the team and student academic growth led by teachers on the team.

QUALIFICATIONS:

Education/Certification:

Bachelor's Degree in education, or Valid Teaching Certificate

Valid Texas Driver's License

At least three years of documented teaching experience with:

High student growth in core content subjects (Elementary Education, Math, Science, Social Studies, English/Language Arts)

Ratings in T-TESS Domains 2 & 3 correlated to high student academic achievement growth data.

Special Knowledge/Skills:

Evidence of leadership skills

Ability to collaborate with diverse staff and maintain lines of communication with students, parents, faculty, other institutions, schools, community colleges,

Technology proficiency and knowledge of digital learning may be required for certain assignments

ADDITIONAL JOB RESPONSIBILITIES AND DUTIES beyond classroom teacher:

1. Set high expectations of achievement that are ambitious and measurable for all students taught by team.
2. Establish methods and create instructional tools and materials that team teachers use in all classrooms.

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3. Based on student assessment data analysis, set direction, verbally and with tools and materials, that clarify content and teaching process.
4. Lead team to identify essential standards for the unit, develop common formative assessments, common summative assessments, and design instruction that is tightly aligned to daily objectives.
5. Conduct weekly observation and feedback coaching sessions with individual teachers on the teaching team.
6. Model instructional strategies and provide feedback with teaching team.
7. Conduct data analysis team meetings and support teaching team to utilize data to drive instruction.

CLASSROOM ENVIRONMENT

1. Develop classroom routines and procedures that are efficient and provide for maximum time on task for learning. Hold students accountable for high expectations of behavior and engagement.
2. Model for teaching team teacher's classroom routines and procedures that enable maximum use of classroom time to be spent on instructional delivery and high engagement activities. Provide teaching team with observations and feedback on classroom management.
3. Establish a culture of respect, enthusiasm, and support in the classroom.
4. Establish a culture of respect, enthusiasm, and support among the teaching team, during team planning, coaching, and weekly feedback sessions.

INSTRUCTION

1. Lead the teacher team to develop assessments (interim, common summative, and common formative) that are aligned to the standards, accurately measure student academic growth of essential standards and are reflective of the level of rigor identified in the standard.
2. Model and facilitate a deep analysis of assessments given that include item-level, standards-level, and teacher and grade-level analysis of the data. Develop questioning and the development of an action plan based on the analysis.
3. Model and facilitate the development of an Action Plan (lesson plans) that include activities that strengthen student learning and incorporate

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whole-class instruction, small group, tutorial, and other student supports to ensure mastery learning.

- 4. Provide weekly observation and coaching feedback in the deployment of instructional action plans and/or classroom management strategies to improve student academic growth.
- 5. Identify professional development needs of teachers on the team and develop a plan for obtainment.

PROFESSIONAL RESPONSIBILITIES

- 1. Develop a weekly calendar that incorporates a minimum of 15-minute observation times and 30-minute feedback times with each team teacher.
- 2. Develop a monthly schedule to meet with campus administration to review progress of the team, individual teacher professional development needs, and student academic growth.
- 3. Attend professional development training to strengthen leadership skills.
- 4. Provide weekly observation and coaching feedback in the deployment of instructional action plans and/or classroom management strategies to improve student academic growth.

The foregoing statements describe the general purpose and responsibilities to this job and are not an exhaustive list of all responsibilities, duties, and skills that may be required.

Employee

Date

Supervisor

Date