NASH COUNTY PUBLIC SCHOOLS
930 EASTERN AVENUE, NASHVILLE, NC

POSITION: Multi-Classroom Leader (Advanced Teaching Role)

EMPLOYMENT: 10 Months (Teacher-leader has built-in planning and collaboration times to complete administrative tasks, analyze data, plan instruction, and manage the team

REPORTS TO: Principal

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

Nature of Work

The multi-classroom leader (MCL) leads a small team of teachers, paraprofessionals, and teaching 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, in most cases. 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 assists in selection and evaluation of team members and leads their development, and dismisses low performers when necessary (all in cooperation with the principal).

Responsibilities

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
* 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 personalized (reflecting learning levels and interests of individual students)
  - design 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 teacher
  - communicate with students and keep them informed of their progress

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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
* 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
* Allocate non-instructional administrative duties among team of teachers
* 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)
* Work with principal to dismiss team members who do not meet the leader's standard
* Participate in professional development opportunities at school

Qualifications

* Knowledge of subject matter being taught
* Bachelor's degree
* Valid teaching certificate (optional, depending on school context and legal requirements)
* 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)
* Rated accomplished or above on the NC Teacher Evaluation Rubric
* 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.

Pay

* 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 position
* Teacher-leader has built-in planning and collaboration times to complete administrative tasks, analyze data, plan instruction, and manage the team

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

Multi-Classroom Leader—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Monitoring and Directiveness (M&D)	The drive and actions to set clear expectations and hold others accountable for performance.
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.
Team Leadership (TL)	Assuming authoritative leadership of a group for the benefit of the organization.
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,**

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	and/or other backgrounds—in order to create positive impact on individuals and groups.
Initiative & Persistence (I&P)	The drive and actions to do more than is expected or required in order to accomplish a challenging task.
Belief in Learning Potential (BLP)	A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
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.

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

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