

ST. MARY'S COUNTY PUBLIC SCHOOLS
EXEMPT CERTIFICATED POSITION DESCRIPTION

(Posted pending final state approval)

PILOT PROGRAM – LEVEL 4 LEAD TEACHER – (COMMUNITY SCHOOL AND/OR TITLE I)

POSITION: Pilot Program - Level 4 Lead Teacher - (Community Schools and/or Title I)

REPORTS TO: Principal

LOCATION: Various Locations

NATURE OF WORK:

The Level 4 Lead Teacher is a highly accomplished educator who serves as an instructional leader aligned with the Blueprint for Maryland's Future (§6–1004). This role combines expert classroom teaching with leadership responsibilities designed to strengthen instructional quality, foster teacher growth, and improve student outcomes. The Level 4 Lead Teacher will focus on improving the learning environment at the school level while also providing professional development for teachers and school staff to help identify students in need of additional resources and/or support systems.

The Lead Teacher mentors and supports peers, facilitates collaborative professional learning, and uses research-based practices to guide instructional improvement. The Lead Teacher also leads initiatives that advance curriculum, instruction, and assessment within the school and district while maintaining a connection to the classroom as a teacher of record or a co-teacher of record. The Lead Teacher also tracks student academic progress and works directly with students through targeted interventions and/or small instructional groups to improve student achievement.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate, and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public Schools
- Possess knowledge of mentoring peers and serving as an expert resource for content/pedagogy
- Ability to lead collaborative teams of teachers in improving curriculum, instruction, and assessment
- Ability to provide coaching and feedback related to instructional interventions, including analysis of implementation and student progress

DUTIES AND RESPONSIBILITIES:

The following duties and responsibilities represent the overall major components of this position. The position may be assigned other duties and responsibilities as needed, based on the needs of the school and school system.

Instructional Leadership

- Serves as an expert resource in content knowledge, pedagogy, and evidence-based instructional strategies
- Facilitates teams of teachers in reviewing data and developing instructional responses to identified needs
- Leads and evaluates school-based interventions to monitor effectiveness and guide instructional adjustments
- Provides support and instruction using culturally responsive and trauma-informed pedagogy
- Tracks student academic progress and planning appropriate interventions and/or small instructional groups to improve student achievement
- Teaches students within their assigned building as a teacher of record, which may include co-teaching with new teachers, partner teaching with experienced teachers, and/or conducting demonstration lessons to model the implementation of new curricula, evidence-based instructional strategies, behavior management strategies, etc. (this will be reflected in the central scheduling system to reflect at least one period per day for all four marking periods throughout the school year)

Mentorship and Professional Growth

- Mentors and provides structured feedback to new and developing teachers
- Supports teachers pursuing NBC through structured guidance, feedback, and modeling of best practices
- Demonstrates culturally responsive and trauma-informed practices that build inclusive classroom environments
- Leads or co-leads professional learning at the school or system level
- Provides data-driven academic interventions using the MTSS Tiered approach and strategies
- Designs, leads, and evaluates professional development
- Participates in and promotes professional learning opportunities

Collaboration and School Improvement

- Participates in collaborative decision-making and contributes to school improvement planning
- Promotes and models continuous professional learning aligned with district and Blueprint goals
- Engages in reflective practice and uses data to improve instructional effectiveness
- Provides focused interventions and support for students who have underperformed
- Contributes to school improvement and collaborative decision-making

National Board Certification Support and Advancement

- Participates in and/or s the NBC Support Course established by SMCPs, offering CPD hours for recertification
- Maintains active engagement in professional learning communities that support NBC candidates
- Serves as a mentor, facilitator, or feedback provider for NBC candidates

QUALIFICATIONS:

Required:

- Holds National Board Certification (NBC)
- Has an overall evaluation rating of at least “Effective” on the previous school year’s evaluation of teaching
- Holds a valid Maryland State Department of Education certification or licensure for teaching

TERM OF EMPLOYMENT:

Full-time eleven-month position.

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on the EASMC Teacher Career Ladder for ten-month employees, Level 4 (i).

BARGAINING UNIT ELIGIBILITY: EASMC

6.2026