

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: MULTI-CLASSROOM LEADER

GENERAL STATEMENT OF JOB

The Multi-Classroom Leader leads a team of teachers and other staff members (to meet the leader's standards of excellence (see **Compensation Section of job description for differentiation between Multi-Classroom Leader I, II, and III**)). The Multi-Classroom Leader 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 Multi-Classroom Leader also teaches students her/himself in most cases. The team uses the leader's methods and tools. The Multi-Classroom Leader organizes the team to review student progress and change instruction as needed to ensure high-progress learning for every child. The leader works collaboratively with the team, using the team's new ideas and innovations that the leader agrees may improve learning. The Multi-Classroom Leader is fully accountable for the learning and development of all students taught by the team members. The leader provides feedback to the principal in choosing, evaluating, and developing the team, or dismissing low performers when necessary. The Multi-Classroom Leader reports to the Principal.

SPECIFIC DUTIES AND RESPONSIBILITIES **ESSENTIAL JOB FUNCTIONS**

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.

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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 student learning.
- 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.

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.

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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).

Provide feedback to the principal concerning dismissal of team members who do not meet the leader's standards.

Participate in professional development opportunities at school.

ADDITIONAL JOB FUNCTIONS

Performs other work related to school-based professional development as requested.

MINIMUM TRAINING AND EXPERIENCE

Minimum of a Bachelors Degree with appropriate NC licensure and knowledge for subject and grade level being taught. Two or more years of teaching experience with prior evidence of high-progress student outcomes in relevant subjects. Experience successfully leading and managing a team of adults to accomplish goals; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

COMPENSATION

Multi-Classroom Leader I – leads two to three teachers and other staff members and receives a Salary Differential of \$10,000.

Multi-Classroom Leader II – leads a team of four to five teachers and other staff members and receives a Salary Differential of \$15,000.

Multi-Classroom Leader III – leads a team of six to eight teachers and other staff members and receives a Salary Differential of \$20,000.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, calculators, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional,

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structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments or directions.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, press releases, etc. Requires the ability to prepare correspondence, reports, forms, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently using a variety of technical or professional languages including counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of descriptive statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

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KNOWLEDGE, SKILLS AND ABILITIES

Critical competencies:

Achievement – the drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Impact and Influence – acting with the purpose of influencing what other people think and do.

Initiative and Persistence – the ability and actions to do more than is expected or required in order to accomplish a challenging task.

Teamwork – the ability and actions needed to work with others to achieve shared goals.

Belief in Learning Potential – a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.

Coachability – the desire to grow and achieve by learning from the examples set by mentors, staff and fellow teachers.

Monitoring and Directiveness – the drive and actions to set clear expectations and hold others accountable for performance.

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.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.