

Chittenden Central Supervisory Union
Curriculum Leadership Vertical Team Role Description

Classroom teachers and department chairs can serve as K-12 curriculum, instruction, and assessment leaders. When the design and implementation of standards-based curriculum, instruction, assessment, and professional development involve the voice and leadership of teachers and is coordinated across the supervisory union, all students have a greater chance of growth and achievement.

TITLE: K-12 Content Area Curriculum Vertical Team Teacher Leader

OBJECTIVES: To collaborate with the Executive Director of Curriculum, Instruction, and Assessment and other K-12 teachers in the development, implementation, and evaluation of the specific content standards-based curriculum; to engage in “action research” in using standards-based differentiated instructional strategies and collaboratively examine resulting student work; to assist the Executive Director of Curriculum, Instruction, and Assessment in the coordination of the design, implementation, and analysis of standards-based common formative assessments (as well as the analysis of NECAP data); and to act as the school’s/department’s curriculum communication liaison.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following:

- Attend bi-monthly curriculum team meetings with director of curriculum and instruction and teacher leaders within the SU to implement the CCSU Curriculum Cycle and the Educational Leadership Team’s C.P.C.I. S.M.A.R.T. goals in Curriculum, Instruction, and Assessment ;
- Assist in researching models, practices, and possible organizations that will support SU efforts;
- Work collaboratively with the vertical team in all phases of curriculum development ,implementation, and evaluation;
- Support the Executive Director of Curriculum, Instruction, and Assessment, the building administrator, and vertical curriculum team colleagues in the implementation of standards and curriculum at the building and classroom levels;
- Work collaboratively with Executive Director of Curriculum, Instruction, and Assessment, the building administrator, the vertical curriculum team, and building colleagues in the SU in the development of standards-based common formative assessments in specific content areas;
- Assist the Executive Director of Curriculum, Instruction, and Assessment, the building administrator, and the vertical team with the implementation of standards-based common formative assessments in specific content areas;
- Act as a liaison in the specific curriculum content area and communicate information to teachers in the school/department in a timely manner (e.g. faculty meeting time, department meeting time, grade level team meeting time);
- Gather input and feedback from teachers on specific standards-based curriculum, instruction, and assessment issues;
- Serve as the building/department contact for the Executive Director of Curriculum, Instruction, and Assessment regarding the specific content area (i.e. regarding standards, curriculum, assessment, instruction, professional development, supporting materials);
- Assist in the design and implementation of processes that better align course expectations with standards across classroom settings;
- Collaborate with school-based teams /departments as well as the vertical team to analyze school data, recommend action steps, guide standards-based work, and improve best practices collectively;

- Work with one another on the vertical team to “debrief” common learning experiences;
- Assist school administrators in surfacing areas of alignment and lack of alignment regarding the implementation of standards and curriculum;
- Engage colleagues in thoughtful discussions about standards-based curriculum implementation that may include looking at student work, reflecting, and making changes to classroom/course curriculum maps;
- Assist the vertical team in determining the kind of professional development to recommend to administrators to accomplish curriculum, instruction, and assessment goals;
- Support building principals in the role of instructional leaders.

REPORTS TO: Building Administrator and the Executive Director of Curriculum, Instruction, and Assessment

PREFERRED QUALIFICATIONS:

- Strong organizational, collaboration, and communication skills;
- Demonstrated ability to communicate effectively with colleagues and administrators;
- Ability to make the time commitments necessary for meeting with Curriculum Leadership Team colleagues;
- Highly committed to the task of helping colleagues;
- Evidence of success with curriculum implementation at the classroom level;
- Commitment to on-going professional development, school, and district initiatives;
- Demonstrated sensitivity to other perspectives;
- Demonstrated willingness to be an active and open listener;
- Demonstrates understanding of Vermont’s Framework of Standards and Learning Opportunities and Grade Level Expectations for the designated content area (and relationship to the design and implementation of Power Standards and Power Indicators);
- Desire to develop expertise in “best standards-based practices” in the content area;
- Commitment to standards-alignment and standards-based classrooms;
- Experience in creating standards-based lessons, units, and assessments using backwards design
- Familiarity with school-based data-analysis cycles and protocols;
- Willingness to share strengths and weaknesses in instructional practices and offer useful feedback to colleagues;
- Desire to learn and model skills that help colleagues improve student achievement.

SUPPORT AND COMPENSATION:

- Release time to attend bi-monthly curriculum leadership meetings
- Provision of content materials, resources, and professional coaching to facilitate school-based/department-based content leadership
- Coordinated opportunities to participate in related professional learning activities