

**Chittenden Central Supervisory Union
Job Description**

JOB TITLE:	Learning Community Leader
FLSA STATUS:	Exempt
UPDATED:	1/19/11

POSITION OBJECTIVES: To provide leadership in the transformational design for Essex High School, as well as in all areas of the Learning Community's educational programming through 1) the distribution of leadership to extended team members within the LC; 2) the collaborative design and dissemination of critical communications; and 3) the creation of an input/feedback loop that informs the cross-cutting EHS **Design Team** made up on all EHS LC's and Administrators as its core team.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Serve as an effective and collaborative member of the EHS **Design Team** to examine, research, design, coordinate, and/or transform school-wide practices (e.g., common assessment, grading practices, scheduling, communicating course development and design, etc.) aligned with the school's vision, mission, standards, action plan, and the shared direction of the learning communities and the academies of the EHS Comprehensive High School Program.
- Effectively communicate, promote, and engage others in best practices within the LC that are aligned with LC/school/district direction; recommend and support professional learning opportunities for LC aligned with LC/school/district direction; support teachers with goal setting that is aligned with LC/school/district direction; plan, organize, and facilitate LC meetings, and provide follow-up communication towards this ends.
- Work in collaboration with other educators, staff, and administration to analyze student achievement data on a middle school- grade 12 continuum, and use the data to inform instructional practices and to drive decision-making within the LC.
- In collaboration with Curriculum Content Leaders (CCL) in the Learning Community, regularly coordinate the use a variety of formative assessments to provide feedback to students, to inform instructional practices, and to monitor and support students within the Learning Community.
- Provide necessary support to teachers (including substitutes when necessary) in the LC in various aspects of Universal Classroom (e.g., backwards design, differentiated instruction, supported learning environments, formative assessment, standards-based reporting, data driven decision making, student engagement, and other instructional and classroom management practices); perform periodic classroom observations to inform best practices in Universal Classroom using the CCSU Focused Walk; work with vendors and Curriculum Content Leaders to design classroom & lab space to facilitate instruction.
- Ensure the effective integration of support systems and Personal Learning Plans into the Learning Community's classroom settings; collaboratively and effectively works with learning specialists to support student achievement; frames effective differentiation strategies for the Learning Community, including the promotion of content and materials that allow equitable access to rigorous learning.
- Work to create an open and supportive climate within the LC that makes all students and adults feel valued, safe, respected, and part of a community of purpose; and work to provide clarity and consistency in behavioral and academic expectations for students within the LC aligned with LC/school/district direction.
- Assert the direction of the LC and guide CCL's and teachers within the Learning Community concerning focus and priority that are aligned with LC/school/district direction; oversee and provide direction for course design towards this end.
- Collaborates with other educators within, between, and among Learning Communities to learn and refine knowledge and skills to effectively implement and sustain student-centered, research-based practices in the classrooms in their

Learning Community and throughout the school to improve learning and achievement for every student; and to align classroom instruction vertically and horizontally to ensure there are no gaps in standards-based skills, content, or students' access to multiple pathways.

- Work with members of the LC to build constructive, respectful relationships with families and the community that appropriately and effectively involve them in the Learning Community.
- Work with Design Team to ensure proper programming for the Grade 9 Core and seamless articulation of programming in alignment with all learning communities and academies.
- Assist the EHS administrative team with a variety of administrative duties (e.g, recruitment of new teachers within the assigned LC; budget development and oversight; serving on the school safety team; develop and update the Program of Studies; coordination of school-wide events; management of employee leaves; coordinate NECAP testing, etc.)
- Work with the Design Team to schedule teaching assignments of individual members of the LC based on the scheduling practices and priorities defined by the Design Team.

SUPERVISION RECEIVED: LC Leaders are selected by the EHS Administrative team. LC Leaders report to and are evaluated by Principal, and receive administrative direction from the Principal and other members of the Design Team.

SUPERVISORY RESPONSIBILITIES: Trains and assigns/directs the activities of teachers assigned to the LC; plays key advisory role in hiring, evaluation, and performance management.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Master's degree in education or other appropriate discipline preferred plus five years of relevant teaching experience. Valid Level II Vermont Professional Educator's License.
- Demonstrated competence in vision-based planning and development, research and design, data-driven decision making, and relationship building.
- Demonstrated knowledge of best secondary practices in the areas of successful freshman transition; curriculum, instruction and assessment; and high school transformation.
- Demonstrated skill set for facilitation, effective communication, collaboration, and engagement strategies that build understanding and a community of purpose within the LC.
- Holds and communicates high expectations for ALL students and is committed to ensuring ALL students learn and succeed regardless of socioeconomic or special education status; able to lead discussions about what this means, and alter practices within the LC towards this end.
- Takes responsibility for student achievement and demonstrates commitment to continually work to improve Learning Community practices and align these practices with LC/school/district directions.
- Language Skills. Ability to read, analyze, and interpret common and scientific journals, reports, essays and other documents related to educational best practices. Ability to respond to common inquiries or complaints from students, faculty, parents and other members of the community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or school boards. Ability to effectively engage others in learning and professional growth.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work collaboratively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.