

**Title:** District Level Learning Leader

**Qualifications:**

1. Hold a valid Tennessee certification
2. Demonstrate evidence of improving student achievement in the classroom
3. Demonstrate consistent effectiveness through TVAAS and/or TEAM
4. Possess knowledge and use of effective instructional approaches, resources and technologies
5. Possess interpersonal, problem solving and organizational skills required to effectively facilitate professional development
6. Demonstrate ability to design and implement high quality professional development
7. Possess knowledge and skill using the Common Core Standards

**Reports:** Assistant Director (or his/her designee)

**Funding Source:** Title II

**Salary:** \$1200 Stipend

**Job Goal:** To serve as a key member on the district curriculum team in designing and delivering quality district wide professional development to support the attainment of district goals; and to work with district leaders to support teachers in the implementation of research based teaching strategies and curriculum planning and formative assessments.

**Performance Responsibilities:**

District teacher leaders assume a wide range of roles to support school and student success within their buildings and between schools. The teacher works collaboratively with the principal, central office staff, and academic coaches to lead and nurture the school staff and communicate effectively with all stakeholders. Teacher leaders may do any of the following roles:

1. Provide leadership in proven, effective instructional strategies through dialogue with teachers, book studies, lesson design protocols, model lessons, traditional professional learning opportunities, and action research
2. Provides on-going professional development and support in specific content areas for individual teachers, small groups, or large groups as assigned.
3. Lead PLC's across grade levels and curriculum to help teachers understand good planning and use of formative assessment.
4. Continuously analyze curriculum maps and common formative assessments to ensure alignment to testing and to help teachers plan lessons that meet standards and level of rigor required for new testing.

5. Model continual scholarship, demonstrates lifelong learning, and use what they learn to help all students achieve. Attends training, professional learning, and other district meetings and summer training provided by the district as assigned.
6. Understand content standards, vertical alignment, how formative assessment leads to better instruction, pacing charts, and benchmark testing
7. Advise novice teachers about instruction, curriculum, procedure, practices, and publicities.
8. Become proficient in knowledge of the TEAM rubric
9. Assist teachers in identifying and securing resources necessary to develop rigorous, engaging lessons
10. Demonstrate model lessons for teacher observation
11. Share video-tapes of model lessons for teacher training.
12. Maintain a log and an agenda of professional development activities provided
13. Advise the principals on appropriate professional development practices and designs
14. Submit required documentation to the Assistant Director (or his/her designee)
15. Perform other duties as assigned by the Assistant Director (or his/her designee)

**Terms of Employment:** Ten month year. Salary and work year to be established by the Board

**Evaluation:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

### **Physical Demands**

This job may require lifting or carrying of objects that exceed fifteen to twenty-five pounds. Other physical demands that may be required are as follows:

1. Stooping and/or kneeling
2. Reaching
3. Talking
4. Hearing
5. Seeing

### **Temperament (personal traits)**

1. Adaptability to accepting responsibility for the direction, control, or planning of an activity
2. Adaptability to dealing with people beyond giving and receiving instruction
3. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria
4. Adaptability to change
5. Adaptability to dealing with people and in conversation/dialogue strategies
6. Ability to work in different locations

### **Capacity and Ability Requirements**

Specific capacities and abilities may be required of an individual in order to learn or perform adequately a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles; ability to reason and make judgments
2. Verbal: Ability to understand meanings of words and ideas associated with them, and to use them effectively
3. Numerical: Ability to perform arithmetic operations quickly and accurately
4. Data Perception: Ability to understand and interpret information presented in the form of charts, graphs, or tables

**Work Conditions**

Normal working environment

**General Requirements:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties, and skills required of personnel so assigned.

**Approved by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reviewed and agreed to by:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Employee)