

VACANCY ANNOUNCEMENT
Cumberland County Schools
P.O. Box 2357
Fayetteville, NC 28302
(910) 678-2628

DATE: June 4, 2021

POSITION: MULTI-CLASSROOM LEADER® (MCL™) EDUCATOR-ELEMENTARY/MIDDLE/HIGH

BEGINNING DATE: August 2022

QUALIFICATIONS:

- Have three or more years of teaching experience and a valid teaching license
- Show evidence of superior classroom teaching performance, as measured by teacher evaluation data
 - If the candidate is a North Carolina applicant, “superior teaching performance” is defined as 3 of 5 standards rated at accomplished or distinguished on the most recent NCEES evaluation. Standard 4 must be rated as accomplished or better.
 - Out-of-state candidates must submit their most recent classroom evaluation and a narrative describing their performance.
- Demonstrate a track record of high-progress student outcomes for the past 2-4 years.
 - If EVAAS data is used, candidates must meet or exceed growth with an EVAAS score above 0.
 - If EVAAS data is not available, teachers may substitute data from a nationally normed or standardized assessment
 - If candidates do not teach students directly (i.e. Instructional coaches, facilitators), they must demonstrate that the students and/or teachers they have supported “met or exceeded growth” by submitting relevant student data based on your role. For example, if a candidate was a school wide Instructional Coach for math, then they should submit the entire school’s math growth data as part of their data submission.
- Possess the competencies necessary to achieve results despite obstacles, lead and develop other adults, and effectively work with people who have differing cultural backgrounds and/or personal characteristics, including race, religion, gender, sexual orientation, or economic differences.
 - Competencies will be assessed via supervisor/coworker recommendations and the Behavioral Event Interview

REPORTS TO: School Principal

PERFORMANCE RESPONSIBILITIES:

- The Multi-Classroom Leader® (MCL™) educator leads a team of teachers.
- The MCL™ educator sets team goals and organizes the team to fit each teacher’s strengths, content knowledge, and professional development goals.
- Additional responsibilities include: observing, giving feedback and coaching; co-teaching and modeling lessons for team teachers; leading, co-planning, and analyzing data for the team; teaching students directly.
- The MCL™ educator will be held formally accountable for their team leadership and for the student results for each teacher whom they support (could include an evaluation of their adult leadership skills on a rubric and an average of student growth data from teachers on their team). A partial-release MCL™ educator who still teaches students directly is additionally evaluated as a traditional teacher.
- Performs other duties and accepts responsibilities as assigned.

PAY SUPPLEMENT:

MCL™ EDUCATOR I

Leads 2-3 Teachers
\$10,000 (Title I School)
\$8,000 (Other School)

MCL™ EDUCATOR II

Leads 4-6 Teachers
\$12,000 (Title I School)
\$10,000 (Other School)

MCL™ EDUCATOR III

Leads 7-8 Teachers
\$15,000 (Title I School) \$13,000
(Other School)

CLOSING DATE: Until Filled

APPLICATION
PROCEDURES:

Applicants must submit the documents to Kendra Diggs by email kendradiggs@ccs.k12.nc.us:

“EQUAL OPPORTUNITY EMPLOYER”

MULTI-CLASSROOM LEADER® JOB DESCRIPTION

Summary

An educator in the Multi-Classroom Leader® role leads a small team of teachers, paraprofessionals, and teaching residents in the same grade or subject to meet the standards of excellence. These team leaders establish each team member's roles and goals at least annually, determine how students spend time, and organize teaching roles to fit each teacher's strengths, content knowledge, and professional development goals. The team uses its leader's methods and tools. Each team leader co-plans, co-teaches, models, coaches and gives feedback, and leads and supports the team in building a tutoring culture. They also teach students part of the time. The leader organizes the team to analyze student learning data and change instruction to ensure high-growth learning for every child, with a focus on small-group teaching and tutoring. The leader collaborates with the team, using the team's ideas and innovations that the leader agrees may improve learning. The leader also guides and directs any paraprofessional with whom they work. The team leader is fully accountable for the learning and development of all students taught by the team members.

Responsibilities

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 using a high-standards curriculum
 - design and lead instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students), prioritizing small-group teaching and tutoring and offering accelerated learning
 - design assessments that accurately assess student growth
 - prepare to deliver small-group teaching and tutoring

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
 - maximize student learning by incorporating small-group teaching and tutoring
 - 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 teaching
- monitor and analyze student assessment data to inform engaging instruction and small-group teaching and tutoring
- 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, prioritize small-group teaching and tutoring in all classrooms, and troubleshoot students' persistent learning challenges
- * Determine how students spend instructional time based on strengths of all adults on the team
- * Allocate instructional process elements (lesson planning, minimal large-group instruction, a focus on small-group instruction, individual interventions, data analysis, grading, etc.) among team based on strengths, content knowledge, and professional development goals
- * Allocate noninstructional administrative duties among team
- * Model instructional tasks to aid team development
- * Clarify and adjust team members' roles and provide feedback, developmental advice, and assignments to develop their effectiveness
- * Participate in professional development opportunities at school

Qualifications

- * Knowledge of subject matter being taught
- * Bachelor's degree
- * Valid teaching certificate (optional, depending on school context and legal requirements)
- * Prior evidence of high-growth student learning in the relevant subjects (in the top 25% compared to other teachers in a state or on national tests)
- * Ideally, experience successfully leading a team of adults to accomplish goals, though not necessarily as formal leader
- * Demonstrated interpersonal and group effectiveness working with adults and students, including interpersonal understanding and action to maintain relationships needed for success in a school or similar environment.

Hours

- * Full-time position
- * This role has built-in additional or consolidated planning and collaboration times to complete administrative tasks, analyze data, plan instruction, and manage the team

Pay

- * Competitive pay for an excellent teacher dependent upon funding, plus benefits and opportunities for pay raises. Pay also varies based on the number of students reached successfully.

Reports to: Principal or chief academic office

These are the critical competencies a candidate for this position should have.

Multi-Classroom Leader® Role—Critical Competencies

Critical Competency	Definition
Achievement (ACH)	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Monitoring and Directiveness (M&D)	The drive and actions to set clear expectations and hold others accountable for performance.
Planning Ahead (PLA)	A tendency toward planning in order to reach goals and avoid problems.
Impact and Influence (I&I)	Acting with the purpose of influencing what other people think and do.
Team Leadership (TL)	Assuming authoritative leadership of a group for the benefit of the organization.
Interpersonal Understanding (IU)	Understanding and interpreting others' concerns, motives, feelings, and behaviors.
Initiative & Persistence (I&P)	The drive and actions to do more than is expected or required in order to accomplish a challenging task.
Belief in Learning Potential (BLP)	A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
Developing Others (DO)	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Flexibility (FL)	The ability to adapt one's approach to the requirements of a situation and to change tactics.

Adapted from *Competence at Work*, Spencer and Spencer, 1993

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