



**File #82**

***Cleveland Heights-University Heights Board of Education  
Supplemental Job Description***

<b>Job Title:</b> Elementary Grade Level Team Leader	<b>Building:</b> Elementary school
<b>Immediate Supervisor:</b> Principal	<b>Duration of position:</b> Two years
<b>Salary Category:</b> D	<b>Expected # of participants:</b>
<b>Date of Last Program Review:</b> May 2017	

**Statement of purpose:**

- The job of the Grade Level Team Leader was established for the purpose(s) of promoting the integration of instructional programs at the building level; facilitating team problem solving and the monitoring of the academic success of all students on the assigned team; and collaborating with the principal and other teachers on the building leadership team.

**Minimum knowledge, skills, certifications, physical requirements:** *{Refers to the minimal skills the person in charge of this co-curricular group must possess, including equipment operation}*

Selected by the TAP committee

**Detailed essential function(s) - specific to position:** *{Refers to the duties and responsibilities of the person in charge of this co-curricular group}*

The grade level leader responsibilities

- Works closely and cooperatively with the building principal and other school staff members to facilitate team problem solving and student success;
- Coordinate and facilitate weekly teacher based team (TBT) with discussion focused on the Ohio Improvement Process (OIP).
- Maintains notes/data/records for the successful operation of the team;
- Allows for and participates in collaborative decision making within both the team and the school environments;
- Assists with the communication of building and district policies, decisions, and related announcements to team members;
- Assist grade level in using Illuminate Ed or other data management system to gather data on curricular assessments for TBTs.
- Serves as a representative on building and/or district level committees as requested by the building principal
- Works cooperatively with the building and district administration to ensure the effective operation of the team;
- Assists with the integration of instructional programs at the building level; and
- Attends all required meetings as determined by the building principal in coordination with the building leadership team.
- Serve as the representative of the grade level on the building leadership team (BLT).
- Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs.
- Share instructional information on high stakes testing that impact the local report card (Ohio State Tests)
- Responsible for curricular supplies and inventory within the team.

- Coordinate activities with grade level and other team leaders to facilitate the implementation of content area performance standards, instructional objectives, and interdisciplinary planning units.

### The Role and Responsibility of the Building Leadership Team

1. Promote commitment to continuous improvement and building and district goals.
2. Maintain a grade level focus on high achievement for all students.
3. Facilitate the establishment and ongoing efforts of collaborative team structures that use data to inform and improve instructional practice.
4. Assist with the development of the School Improvement Plan (SIP) that focuses on a small number of actions aligned to the districts or community school's goals and strategies.
5. Monitor the progress of the SIP, specifically adult implementation and student performance indicators and actions, and make necessary adjustments that are based on data.
6. Communicate to ensure coherence and continuity of SIP to team, grade level, staff and community.
7. Provide opportunities for meaningful input and feedback from internal and external stakeholders.
8. Provide feedback using the OIP protocol forms (BLT to DLT).
9. Evaluate the SIP for impact and process.
10. Review monthly data based on the district OIP data calendar to support the school plan
11. Share work and celebrate successes

### TBT Role and Responsibility

1. Prepare weekly TBT meeting agenda or appoint a designee
2. Work with grade level team on collecting, charting and reporting data in relation to student learning targets/standards and student performance data in relation to target/standard
3. Assist grade level team in analyzing their students' results, concentrating on specific students who are proficient, approaching proficiency, and falling far below proficiency on the identified standards-based concepts and skills.
4. Assist team with the administration of curricular based assessments and utilizing the district data management system (Infinite Campus and/or Illuminate Ed) to assist with supporting the OIP process
5. Determine and implement effective differentiated and engaging research or evidence-based instructional strategies that are based on students' learning needs in their classrooms while continually assessing progress, both formally and informally, to monitor and adjust their selected strategies on the basis of their analysis of student learning results.
6. Assists with the implementation of student work evaluation to standardize scoring among teachers in the grade level.
7. Report results to the BLT on TBT implementation, data collection, instructional strategies, assessments and support needed for team
8. Provide feedback using the OIP protocol forms (TBT to BLT).
9. Share work and celebrate successes.

**Time Commitment Expected:** *{Refers to the total amount of time you commit as the person in charge of this co-curricular group for the duration of this activity. }*

- Minimum of 3 to 12 hours per week

### **Qualifications:**

- Bachelor's degree (B.A.) or equivalent from a four-year college or university
- Teaching Certificate or Licensure
- Such alternative to the above qualifications as Superintendent and/or Board of Education may find appropriate

### **Required Knowledge, Skills, and Abilities:**

- Accurately demonstrate knowledge of the content area and approved curriculum.
- Manage the grade level in a manner that promotes positive and productive relationships between colleagues, students, parents, and community.

- Demonstrate a willingness to examine and implement change necessary to produce efficient and effective systems and increase student achievement.
- Ability to work effectively with others in and outside of the organization
- Ability to communicate ideas and directives clearly and effectively both orally and in writing
- Effective, active listening skills
- Organizational and problem-solving skills
- Effective technological skills required to assess and monitor progress of student achievement, curriculum and classroom assessments, and OIP data.
- Follow Board policies and administrative rules and regulations.

**Equipment Operated:**

- Computer/printer
- Telephone
- Copier
- Motor vehicle
- Calculator
- Fax machine

**Additional Working Conditions:**

- Occasional exposure to blood, bodily fluids, and tissue
- Frequent interaction with unruly students
- Occasional requirement to sit, stand, walk, talk, see, reach, read, hear, stretch with hands and arms, kneel, crouch, stoop, balance, and climb
- Occasionally lift, carry, push, and pull various items up to a maximum of 50 pounds
- Occasional evening/weekend/summer work
- Occasional travel
- Occasional operation of a vehicle in inclement weather conditions, i.e., being prepared to work on all scheduled school days, except calamity days
- Occasional repetitive hand motion, e.g., computer keyboard, writing
- Frequent requirement to read and hear

*The job functions listed above are intended to outline the essential functions typically performed by individuals who are in this job title. This description is not intended to be all-inclusive nor to prevent supervisors from assigning other tasks of a similar nature or level of responsibility.*