



File #38

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

Job Title: Department Liaison	Building: CHHS
Immediate Supervisor: Principal	Duration of position: Two years
Salary Category: C	Expected # of participants:
Date of Last Program Review: May 2017	

Statement of purpose:

The department liaison provides instructional leadership and enhances articulation regarding curriculum alignment with standards, the development and implementation of common assessments, and the use of effective instructional strategies that will most appropriately meet the needs of students. The duties of the department chair are critical to the overall educational program of the school and require effective and ongoing communication and collaboration with staff and administration.

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 }

- Current member of the department elected by the department members

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

- Works with the department to define goals and objectives based on building goals.
- Provide leadership and work cooperatively with departmental staff through meaningful discussions on the development and implementation of instructional strategies, supports, and materials consistent with and appropriate to the adopted course of study and state content standards.
- Provides guidance on curriculum to the Director of Curriculum and Instruction division through the writing, reviewing and revising of course curriculum.
- Provide professional development opportunities and attend professional development (conferences, courses, workshops, webinars, book study, network meetings) opportunities that will improve the department.
- Assist with improvement of teaching techniques and instruction working with teachers as a resource person and instructional coach.
- Assist with the orientation and provision of ongoing support for new teachers in the department.
- Organize substitute partners and/or have a course lead person to help assist substitutes
- Hold and conduct weekly teacher based team (TBT) and departmental meetings that are necessary.
- Serve as the representative of the department on the building leadership team (BLT).
- Be knowledgeable in new trends and developments within his/her departmental content area, and recommend pilot or experimental programs for consideration.
- Collect final exams for department and provide copies to principal and/or designee
- Assist department in using Illuminate Ed or other data management system to gather data on curricular assessments for TBTs.
- Share instructional information on high stakes testing that impact the local report card (SAT/ACT, AP, Ohio State Tests/end of course exams)

- Responsible for supplies inventory, ordering supplies and equipment within the department.
- Disseminate materials to teachers to deliver instruction in the classroom.
- Provide communication between the department teachers and building administration.
- Attend regularly scheduled department liaison held by the Director of Curriculum and Instruction or provide designee.
- Create, administer, and monitor the budget and resources if allocated to the department.
- Maintain confidentiality of staff and students.
- Attend meetings on behalf of the department as a representative based on curricular needs with textbook reps, principal, central office staff, guidance counselors, data and assessment, etc.
- Perform other job-related tasks as assigned by the building administration.

The Role and Responsibility of the Building Leadership Team

1. Promote commitment to continuous improvement and building and district goals.
2. Maintain a departmental 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 the department.
7. Provide opportunities for meaningful input and feedback from internal and external stakeholders.
8. Evaluate the SIP for impact and process.
9. Provide feedback using the OIP protocol forms (BLT to DLT).
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 clarification

1. Prepare TBT meeting agenda or appoint designee
2. Work with department on collecting, charting and reporting data in relation to student learning targets/standards and student performance data in relation to target/standard
3. Assist department 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, engaging research and evidence-based instructional strategies that are based on students' learning needs in the classroom 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 department.
7. Report results to the BLT on TBT implementation, data collection, instructional strategies, assessments and support needed for department
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 department 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
- 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.