

2023 - 2024 Teacher Leadership Role Descriptions

(Eliminated) STUDENT SERVICES TEAM FACILITATOR • Tier D • \$6,000 (19)

2023-2024 Proposed

PURPOSE

Contract language: Min 1 per building and 2 ea. Middle School

RESPONSIBILITIES will be absorbed by UDL Coordinators.

PRE-K/EC to GRADE 5 TEAM LEADERS - TIER D (51) - \$4,500

2023-2024 Proposed

PURPOSE

The grade level team leaders, Spanish Immersion team leader and EC/PKP team leaders will lead building-based, grade level teams and serve on the Building Leadership Team (BLT) to drive School Improvement Planning (SIP). Grade level team leaders also serve as a liaison between the grade level team and the principal, BLT, and the Teaching and Learning Department.

EXPECTATIONS:

- Have an intense and persistent focus on student learning
- Strong personal commitment to equity and addressing D97's equity imperative through your leadership
- Interest and willingness to continually reflect on practice and grow as a leader

RESPONSIBILITIES:

1) Lead the grade level team meetings for one hour every week during common plan times in reviewing and revising teaching practices and the impact on student learning. The grade level teams are forums for job-embedded professional learning including but not limited to:

- Provide both the support and the accountability for teacher teams to design and improve common formative assessments

and other closely related practices, such as communicating clear learning targets to students or providing students with effective feedback.

- Provide a place for teacher teams to build understanding of curricular resources, plan learning targets and success criteria together, design and collect good diagnostic questions, analyze formative assessment results, and plan action which teachers can implement in their classrooms.
- Offer a place for teachers to share and discuss their individual teaching strategies with their team, and discuss how that practice impacts their students' achievement.
- Engage in planning, implementing, and reflecting on cycles of inquiry aligned to the SIP.

2) Develop weekly meeting agendas using resources and protocols from the Teaching and Learning Department.

3) Maintain minutes from grade level team meetings and share with school administration and the Director of Organizational Learning.

4) Collaborate with the Teaching and Learning department to assist with the implementation of district curriculum.

5) Mentor new teachers in your building, at or around your grade level. If you have new staff starting in your grade level/department, you may be asked to participate in new staff orientation

6) Serve on the BLT and participate in weekly hour-long BLT meetings dedicated to supporting the SIP, cycles of inquiry, and the work of the grade level teams to inform and improve instructional practice. Responsibilities of the BLT include but are not limited to conducting instructional rounds and serve as a functional bridge to the grade level teams.

7) Participate in summer professional learning: TBD

8) New and experienced grade level team leaders will participate in 3 after school professional learning/coaching sessions (1 per trimester; 1 hour per session).

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- What are your goals as a leader and how do they connect to the district's equity imperative?
- Give an example of how you have collaborated with your colleagues to use student work to guide instruction.
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

ELEMENTARY SPECIAL AREAS BLT REPRESENTATIVE (8) - TIER B - \$1,500

2023-2024 Proposed

PURPOSE

The Elementary Specials Area BLT Representative will serve on the Building Leadership Team (BLT) to support School Improvement Planning (SIP). This representative also serves as a liaison between the special area team and the principal, BLT, and the Teaching and Learning Department.

RESPONSIBILITIES

- 1) Serve on the BLT and participate in BLT meetings dedicated to supporting the SIP and the work of the grade level teams to inform and improve instructional practice. Responsibilities of the BLT include but are not limited to conducting instructional rounds and serve as a functional bridge to the grade level teams.
- 2) Participate in summer professional learning: TBD
- 3) New and experienced Special Area BLT Representatives are invited, but not required, to participate in 3 after school professional learning/coaching sessions (1 per trimester; 1 hour per session). Representatives may submit timesheets for these sessions.

APPLICATION QUESTIONS:

- What are your goals as a leader and how do they connect to the district's equity imperative?
- Describe your relevant skills, experiences and abilities and how they'll be an asset.
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

ELEMENTARY SPECIAL EDUCATION BLT REPRESENTATIVE (8) - TIER B - \$1,500

2023-2024 Proposed

PURPOSE

The Elementary Special Education BLT Representative will serve on the Building Leadership Team (BLT) to support School Improvement Planning (SIP). This representative also serves as a liaison between the special education team and the principal, BLT, and the Teaching and Learning Department.

RESPONSIBILITIES

1) Serve on the BLT and participate in BLT meetings dedicated to supporting the SIP and the work of the grade level teams to inform and improve instructional practice. They will serve to raise the voice and perspective of special education in the school.

Responsibilities of the BLT include but are not limited to conducting instructional rounds and serve as a functional bridge to the grade level teams.

2) Participate in summer professional learning:

Required events:

Optional events, you may submit a timesheet:

3) New and experienced Special Education BLT Representatives are invited, but not required, to participate in 3 after school professional learning/coaching sessions (1 per trimester; 1 hour per session). Representatives may submit timesheets for these sessions.

APPLICATION QUESTIONS:

- What are your goals as a leader and how do they connect to the district's equity imperative?
- Which implementation areas of the equity policy do you believe are actualized in this role?
- Describe your relevant skills, experiences and abilities and how they'll be an asset.

MTSS ELEMENTARY SCHOOL LEADERS - TIER III (8) - Tier D - \$4,500

2023-2024 Proposed

PURPOSE

Essential components of effective MTSS implementation include:

- Coordinated and systematic processes for reviewing and responding to student academic and behavioral data

- Progress monitoring systems that serve as both “temperature checks” and a means of informing instruction and intervention relative to academic and behavioral needs
- Delivery of research based interventions with fidelity
- Effective and efficient meeting facilitation

RESPONSIBILITIES OF THE MTSS SCHOOL LEADER

- 1) Collaborates with the principal and MTSS School Leadership Team (including MTSS-B leadership teams) to establish a monthly meeting schedule (times, dates, locations).
- 2) Collaboratively designs with the principal the agenda for MTSS School Leadership Team meetings and facilitates meetings using District 97 protocols and structures (for example: Benchmark Meeting Protocol).
- 3) Leads communication of assessment windows and data meetings to ensure that team members come prepared (reminders, data to bring, etc.)
- 4) Leads MTSS School Leadership Team in generating team agreements (norms) and ways to address conflict and/or resistance.
- 5) With principal, leads conversations regarding data interpretation and leads progress monitoring of school goals as it relates to students' academic outcomes and social-emotional needs.
- 6) Supports Acceleration process at Elementary School
 - Serves as a point person for Acceleration cases
 - Ensures all necessary paperwork is filled out and submitted to the district office
- 7) Manages Summer Launch invites at the Elementary Level
- 8) Technical Assistance
 - Provide technical assistance to teachers and the school-based team to facilitate implementation of the problem-solving process and building intervention blocks into master schedule
 - Attend training on MTSS support tools
 - Provide support with MTSS support tools (i.e. AIMSWeb Plus, etc.)
- 9) Data Collection and Management
 - Lead/Assist staff on how to use multiple data sources (student academic and behavior data) to accurately inform problem-solving efforts and ensure that the needs of the whole-child are being addressed.
 - Organize and share MTSS data-(academics and behavior) (e.g. which students are currently receiving interventions) with the district office as needed.
- 10) Collaborative Practices
 - Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders to support implementation and use of a MTSS model and the problem-solving process with fidelity.
 - Attend grade-level MTSS meetings (every 6-8 weeks) to lead and facilitate team-based collaborative problem-solving processes for academics and behavioral data.
 - Attend monthly MTSS school leader meetings to:
 - Support consistent MTSS implementation across the district
 - Deepen understanding of best MTSS practices
 - Design and review district MTSS structures and protocols

- Attend quarterly district leadership team meetings (Ad. Leadership Meetings)
- Serve on Building Leadership Team

Our team will meet monthly August-June

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- Describe your relevant skills, experiences and abilities and how they'll be an asset.
- In order to be successful in this role what support will you need from your school and the district?
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

PROFESSIONAL LEARNING COMMITTEE (14) • TIER B • \$1,500

2023-2024 Proposed

PURPOSE

District 97 teachers and staff applying for roles on the Professional Learning Committee are deeply committed to designing and facilitating professional learning that meet the needs of teachers, are tied to district goals, equity policy (section F), and advance student achievement. There are 14 OPTA PLC members representing every building in the district and areas such as the BETOP work, Special Education, Related Service Providers, Elementary, Middle School, Language Arts, Math, Science, Social Science, Art, and Music.

EXPECTATIONS

- Have an intense and persistent focus on student learning.
- Value professional learning as a means to increase teacher effectiveness and student learning and engagement
- Be knowledgeable about designing adult learning
- Have experience with designing and facilitating professional learning in face-to-face and/or virtual environments
- Deepen understanding of Learning Forward's Standards for Professional Learning
- Meet once per month with additional work outside of meetings as needed throughout the year (approximately 3 hours per month)

RESPONSIBILITIES

- 1) Co-create district-wide professional learning opportunities with principals, district leaders, with feedback from BETOP, centered on the equity policy (section f).
- 2) Each year, a minimum of two professional development opportunities addressing diversity will be available through Institute Days or Wednesday grade level/department meetings. These opportunities will be planned by the District Professional Learning Committee using information and input from the District Diversity/Equity Council.
- 3) Work collaboratively on developing long-term professional learning systems and plans for the district in alignment with the equity policy.
- 4) Take an active role in supporting the implementation of a district comprehensive professional learning system. This includes planning, designing, implementing, and evaluating school and district-wide professional learning and may include leading professional learning sessions for staff.
- 5) Attend work sessions and professional learning opportunities outside of school hours in order to effectively plan, implement, and evaluate professional learning for Institute Days, Wednesday meetings & other settings.
- 6) Build and maintain a positive rapport with teachers and colleagues.
- 7) Communicate plans back to building stakeholders and bring representative feedback to the committee.
- 8) Attend summer committee meeting: TBD

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- Describe your relevant skills, experiences and abilities and how they'll be an asset.
- This committee is tasked with considering how to focus and align district professional learning to our district vision. Share your ideas for how we can improve focus and alignment in professional learning.
- Are you interested in serving as the OPTA PLC Co-Chair? (Yes/No Multiple Choice Question)
- If yes, please share why you want to take on this role and one or two ideas you have related to serving as co-chair.
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

Black Excellence Teaching in Oak Park (BETOP) (10) • TIER B • \$1,500

2023-2024 Proposed

PURPOSE

- District 97 has a long history of valuing diversity and working to celebrate, understand and leverage it as we pursue equitable outcomes for all which is highlighted in our Equity Policy in section D, which states “Stakeholder and Community Engagement: District 97 cannot achieve equity without effective, robust stakeholder engagement. Student and family voice, along with teachers, staff, and other community stakeholders, shall play a prominent role in implementing this policy.”
- The Black Excellence Teaching in Oak Park (BETOP) will work to elevate the voice and experiences of Black students, families, and staff.

RESPONSIBILITIES:

- Meet once per trimester with additional work outside of meetings as needed throughout the year (approximately 3 hours per month)
- Elevate student, families, and staff voices
 - Co-create with principal or principal designee spaces and opportunities to capture the experiences and voices of Black students through focus groups, student meetings, town halls.
 - Co-create with principal or principal designee spaces and opportunities to capture the experiences and voices of Black families through focus groups, family meetings, and town halls.
 - Co-create with principal or principal designee spaces and opportunities to capture the experiences and voices of Black staff through focus groups, meetings, and town halls.
 - Amplify the lived experiences and history of Black families in Oak Park.
- Create feedback loop to share information (synthesized with the support of Anna Colaner, Director of Data Analytics and Research) from student, families, and staff voice groups through scheduled meeting with principals and Professional Learning Committee to
 - District design learning centered on the equity policy (section f) and ensure that the contractual obligation of at least two diversity trainings annually be met or exceeded via Institute days or Wednesday Department/Grade Level meetings
 - And plan, design and lead Building based professional learning experiences that address SIP goals and faculty professional learning needs related to school-based equity issues.
- Meet as a BETOP district wide team once a trimester for continued professional development, including a share of the work done in each building.
- Schedule a Trimester check-in with the principal after Black Excellence Teaching in Oak Park committee meetings to support

two-way communication between the Black Excellence Teaching in Oak Park committee's efforts and school leaders and monitor check-ins with communication tracker.

- Attend summer training: TBD

APPLICATION QUESTIONS:

- Why do you want to take on this role? Please share your vision for how The Black Excellence Teaching in Oak Park (BETOP) can serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?
- Describe your relevant skills, experiences and abilities and how they'll be an asset to the The Black Excellence Teaching in Oak Park (BETOP)?
- What have you done to advocate for high expectations teaching for all students, especially Black students, in District 97? What have you done to advance cultural competency in District 97?
- Explain the process you will use to connect your school leadership and staff to the work of The Black Excellence Teaching in Oak Park (BETOP) on a monthly basis.

Elementary/K-5: MTSS-B Tier 1/School-Wide TEAM MEMBERS (16) • TIER B • \$1,500

2023-2024 Proposed

PURPOSE

The building-based MTSS-B Teams lead their schools in the implementation of Tier 1/school-wide MTSS-B work. They facilitate meetings (outside of regular school hours) where data-driven decisions are made to ensure a physically and socially/emotionally safe environment for all students across the school and in the classroom setting.

RESPONSIBILITIES:

Building-based MTSS-B Team Members will:

1. Meet bi-weekly (outside of regular school hours) and complete assigned tasks during off week (meeting length: 60 minutes)
2. Develop, lead implementation of, and reinforce 3-5 school-wide expectations.
3. Review, and revise as needed, the behavioral matrix.
4. Coordinate and evaluate school-wide social emotional teaching

5. Complete required assessments throughout the year (Tiered Fidelity Inventory)
6. Enter and manage the building behavior data management system (SWIS)
7. Assist with the building reinforcement system by communicating with staff, students, and families
8. Share data with building staff monthly
9. Assist with communication of upcoming MTSS-B activities
10. Engage families and community in MTSS-B objectives and activities
11. Serve as a liaison between team and staff members
12. Tier 1 teams will have one joint meeting with school-based Tier 2 meetings at least once a trimester.
13. Facilitate school-based professional learning based on school-wide data.

You are required to attend planning meetings in August: dates TBD

You will also need to be available for 2 hours in August to plan with your school-based team prior to the start of school (your school team will determine this date/time/location).

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving on this team.
- Describe your relevant skills, experiences and abilities and how they'll be an asset to leading your colleagues in implementation of the MTSS-B framework. Include your knowledge of the MTSS-B framework and data-informed decision making.
- How have you contributed to a positive school culture and climate? Explain specific initiatives you have led or contributed to.
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

Elementary/K-5: MTSS-B Tier 2 TEAM MEMBERS (16) • TIER B • \$1,500

2023-2024 Proposed

PURPOSE

The building-based MTSS-B Tier 2 Teams plan, implement, and monitor Tier 2 interventions in the school. They facilitate meetings (outside of regular school hours) where data-driven decisions are made to ensure that Tier 2 supports (Check-In/Check-Out,

Social/Academic Skills Groups) are being implemented with fidelity.

Applicants should have understanding, experience, and/or expertise in creating Tier 2 behavior interventions.

RESPONSIBILITIES:

Building-based MTSS-B Tier 2 Team Members will:

- 1) Meet bi-weekly (outside of regular school hours) and complete assigned tasks during off week (meeting length: 60 minutes)
- 2) Plan, lead implementation of, and monitor effectiveness of Tier 2 interventions (CICO, social-emotional skills groups, mentoring)
- 3) Attend one joint meeting with MTSS-B Tier 1 Team at least once a trimester
- 4) Update school staff on Tier 2 interventions monthly (at a school staff meeting and/or via a staff memo)
- 5) Complete required assessments throughout the year (Tiered Fidelity Inventory)
- 6) Enter and manage MTSS-B Tier 2 behavior in data management system (SWIS)
- 7) Lead communication on role and purpose of MTSS-B Tier 2 team with staff and families (via family communication, PTO meetings, etc.)
- 8) Review student-level data to determine students in need of Tier 2 interventions/supports
- 9) Assign appropriate interventions for students in need of Tier 2 behavior supports.

You are required to attend planning meetings in early August: dates TBD

You will also need to be available for 2 hours in August to plan with your school-based team prior to the start of school (your school team will determine this date/time/location)

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving on this team.
- Describe your relevant skills, experiences and abilities and how they'll be an asset to leading your colleagues in implementation of the MTSS-B framework. Include your knowledge of the MTSS-B framework and data-informed decision making.
- How have you contributed to a positive school culture and climate? Explain specific initiatives you have led or contributed to.
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

RELATED SERVICE PROVIDER TEAM LEADER (5) • TIER B • \$1,500

2023-2024 Proposed

PURPOSE

The related service provider Team Leaders will serve as a liaison between the Student Services District Administration and the Related Service Staff.

RESPONSIBILITIES:

- 1) Attend meetings with the student services district administration outside of school hours monthly throughout the school year.
- 2) Communicate important information between the student services district administration and the related service providers.
- 3) Related service provider leads will plan for and meet according to contract to discuss information/topics related to their area of expertise/practice.
- 4) Maintain minutes from the related services provider meetings.
- 5) Attend professional development in preparation to train colleagues
- 6) Mentor new related service providers. If you have new staff starting in your department, you will be asked to participate in new staff orientation - updated dates/times/format TBD.
- 7) Help to develop and provide input regarding projections throughout the course of the school year.
- 8) Attend a meeting w/ the Student Services Department in August to plan for SY24.
- 9) Serve as the point person for any concerns or questions regarding their practice.
- 10) Relay the need for equipment and testing materials with the Student Services Department.
- 11) Inform the Student Services Department when licenses need to be renewed
- 12) Order testing material with the Student Services Department

APPLICATION QUESTIONS:

- Why do you want to take on this leadership position? Share one or two ideas you have related to serving in this role.
- How will you identify and advocate for best practices within your discipline?
- How will you establish a strong related services team across the district?
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

GRADE 6-8 DEPARTMENT CHAIRS (13) - TIER D - \$4,500

2023-2024 Proposed

PURPOSE

The Grade 6-8 Department Chairs will serve as the departmental leaders of the following departments: Language Arts, Math, Science, Humanities, World Language, Design, Art, and Physical Education. The goal is to support teachers in their department to align curriculum and instruction to maximize student outcomes.

RESPONSIBILITIES

- 1) In order to be successful in the role, all department leaders will participate in professional learning:
August: dates TBD
New and experienced department chairs will participate in before school professional learning sessions (1 per trimester, 1 hour per session).
- 2) As part of the role, outside the workday, develop meeting agendas using resources and protocols from the Teaching and Learning Department to plan & lead the work of the combined Wednesday Brooks and Julian Middle school department meetings and maintain minutes from department meetings. This will also occur for collaboration opportunities during institute days or release time.
- 3) Work collaboratively with the IB coordinators and have the opportunity to meet with each grade level department in their building to support the design and revision of IB unit plans across the department which include the following:
 - Statement of Inquiry
 - Global Context
 - Approaches to Learning
 - Common Formative Assessments in school
 - Common Summative Assessment aligned
 - Action: Teaching & Learning plan that includes success criteria, learning targets, effective diagnostic questioning, effective feedback, differentiated practices
 - Reflection on IB Unit
 - All updates need to be reflected in the Subject Group Overview and IB unit plan completion tracker.
- 4) Serve as a mentor to the new teachers in your department once per month during the school year. If you have new staff starting in your grade level/department, you will be asked to participate in new staff orientation: date TBD
- 5) Participate in approximately 2 meetings per month with building administration and IB coordinators dedicated to supporting the work of the PLCs to inform and improve instructional practice, which could include identifying and reviewing priority standards with departments. Additionally, review annually the IB policies and lead protocols with their departments to support the practices outlined in the policies.
- 6) Participate in approximately 1 meeting per month with the Building Leadership Team to connect with work of Department Chairs with respective School Improvement Plans and MTSS.

- 7) Coordinate supplies and materials ordering for department, if applicable
- 8) Support professional development of teachers in your department.
- 9) Support district wide events or programs (i.e art shows, spoken word residencies)
- 10) Collaborate with the Teaching and Learning Department on the curricular resource review process. Participation in the curricular resource review process will depend on where the department is on the curricular resource review cycle.
- 11) Other duties assigned as needed.

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- What are your goals as a leader and how do they connect to the district's equity policy?
- How do you work to create a culture of collaboration or agreements on your team and create the conditions in which team members are accountable to them?
- How will you identify and advocate for best practices within your discipline?
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

GRADE 6-8 TEAM/MTSS LEADERS (18) - TIER C - \$3,000 (Principals)

2023-2024 Proposed

PURPOSE:

The Grade 6-8 Team/MTSS Leaders will represent each core subject, as well as represent each 6-8 Grade Level. They will comprise our building-based MTSS Team, along with Student Success Coaches and building administration, who will plan, lead implementation of, and monitor effectiveness of tiered interventions in the school. They attend meetings (outside of regular school hours) where data-driven decisions are made to ensure that tiered supports are being implemented with fidelity.

RESPONSIBILITIES:

In the MTSS Leader capacity:

- 1) Meet bi-weekly with Student Success Coaches and school leaders and complete assigned tasks during off weeks outside of the work day (meeting length: 60 minutes; day of meeting determined at school level)

- 2) Serve as point person for the team with the MTSS Middle School Leader in collaboration with Student Success Coaches
- 3) In partnership with Middle School MTSS Leader, plan, guide implementation of, and monitor effectiveness of Tiered interventions
- 4) Lead communication on the role and purpose of MTSS team with staff and families (via family communication)
- 5) Collaborate with Student Success Coach to determine students in need of Tiered supports and recommend appropriate interventions

In the Team Leader capacity:

- 6) Design meeting agendas using resources and protocols from the Teaching and Learning Department, maintain agendas and minutes from team meetings. Make meeting minutes available to building administration. Meet twice per week.
- 7) Lead team meetings that address
 - implementation of MTSS which includes
 - Facilitating discussions and documentation about the needs and goals of each learner.
 - Leading team in completing referral form for students that may need additional support
 - Communicating with parents, staff, and administration about student needs and goals
 - Supporting team members in monitoring student intervention
 - Update staff on Tiered interventions monthly at team, SuperTeam and/or Staff meeting
 - team priorities which includes
 - developing and maintaining common classroom routines and practices to support student learning
 - ensuring tasks are distributed for efficient functioning of team ([Sample list of tasks](#))
 - facilitating cross-curricular discussions concerning common themes, vocabulary, assessments, and student work.
 - maintaining an open and professional meeting space that accounts for regular collaboration with administration, coaches and coordinators.
 - building priorities connected to tiered supports shared during MTSS/TL Meetings
- 8) Mentor new staff members on the team. If you have new staff on your team, you may be asked to participate in new staff orientation (Time TBD).
- 9) In order to be successful in the role, all Team/MTSS leaders will participate in professional learning :
 - August: dates TBD
 - New and experienced team leaders will participate in before school professional learning/coaching sessions (1 per trimester, 1 hour per session).
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APPLICATION QUESTIONS:

- Share any of your relevant knowledge and understanding of Tier 2 academic supports and what a functioning Tier 2 academic support system looks like at the school level.
- Please explain experiences you have using data to inform decisions related to providing small group/tiered instructional support?
- Describe the most important responsibilities of being a liaison between Administration and team members
- Explain how you might resolve team problems or concerns when they occur.
- How do you work to create a culture of collaboration or agreements on your team and create the conditions in which team

members are accountable to them?

- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

GRADE 6-8 SIP LEADERS (18) - TIER B - \$1,500

2023-2024 Proposed

PURPOSE:

The Grade 6-8 SIP Leaders will represent each of the 4 core subject areas, visual/performing art/design, world language, physical education/health and is representative of each 6-8 Grade Level. They serve on the Building Leadership Team (BLT) to drive School Improvement Planning (SIP). SIP leaders also serve as a liaison between their departments, the principal, BLT, and the Teaching and Learning Department.

RESPONSIBILITIES:

- 1) Serve on the BLT and participate in approximately 2 BLT meetings per month dedicated to supporting the SIP to improve instructional practice and learning outcomes for students
- 2) Participate in summer professional learning:
- 3) Update schools staff on SIP twice a trimester (at a school staff meeting and/or via a staff memo)
- 4) Facilitate professional learning and/or discussions focusing on the pedagogy of teaching and best practice
- 5) Support the principal in his/her capacity as the building instructional leader.
- 6) Participate in School Level Learning walks to gather data related to our SIP goals.

APPLICATION QUESTIONS:

- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

SPECIAL AREAS DEPARTMENT CHAIR (8)- TIER C - \$3,000

2023-2024 Proposed

PURPOSE:

The Department Chairs for Special Areas will represent the K-5 departments of Art, Physical Education, Language Arts Specialists, FLES, and Enrichment Specialists, as well as the K-8 departments of General Music, Instrumental Music, and Teacher Librarians.

RESPONSIBILITIES:

- 1) Develop meeting agendas using resources and protocols from the Teaching and Learning Department and maintain agendas and minutes from team meetings.
- 2) Meet with a member of the Teaching and Learning Department (virtual or in-person) twice a year to discuss the scope and sequence of a year-long plan for department goals, department resource allocation, budget review, and department professional learning.
- 3) Guide department in visioning, long-term goals, short-term goals, and action plans aligned to the district vision.
- 4) Facilitate department/PLC meetings and communication, as well as maintain minutes. Lead the department level in reviewing and revising teaching practices and the impact on student learning. The PLCs are forums for job-embedded professional learning including but not limited to revising IB units & assessments, generating standards-based common formative assessments, co-constructing lesson plan designs, looking at student work and data and discussing and implementing effective classroom strategies.
- 5) Collaborate with the Teaching and Learning Department on the curricular resource review process. Participation in the curricular resource review process will depend on where the department is on the curricular resource review cycle.
- 6) Provide support for new teachers in your department.
- 7) Plan and lead district festivals, workshops and events.
- 8) Assist in making budgetary decisions, maintaining inventory, and ordering departmental supplies and materials in collaboration with the Teaching & Learning Department.
- 9) Communicate all inquiries regarding professional learning to the Director of Organizational Learning.

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- Describe your relevant skills, experiences and abilities and how they'll be an asset.
- How do you work to create a culture of collaboration or agreements on your team and create the conditions in which team members are accountable to them?

- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

MIDDLE SCHOOL MTSS - B -Tier 1 Team (6) - Tier B \$1,500

2023-2024 Proposed

PURPOSE:

The building-based MTSS-B Tier 1 team leads their schools in the implementation of systems and structures that support positive student behavior and school climate that promotes students' sense of belonging and safety. They facilitate meetings where data-driven decisions are made to ensure a physically and socially/emotionally safe environment for all students.

RESPONSIBILITIES:

Building-based MTSS-B Tier 1 Team Members will:

- 1) Meet every other week and complete assigned tasks as needed in between meetings
- 2) Develop, lead implementation of, and reinforcement of school-wide expectations
- 3) Complete required assessments to determine efficacy of initiative implementation (such as PBIS Tiered Fidelity Inventory)
- 4) Promote data, systems and practices essential to a positive school culture and climate
- 5) Assist with the building reinforcement system
- 6) Assist in determining how to collect minor behavior data across the building
- 7) Assist with communication and planning of upcoming culture and climate activities
- 8) Engage families and community around initiatives to promote positive culture and climate
- 9) Design and review the effectiveness of Tier 1 interventions
- 10) Serve as a liaison between team and staff members to promote students' sense of belonging and safety.
- 11) Attend a joint meeting with the school's Tier 2 team once a month

You are required to attend MTSS-B Tier 1 planning meetings.

You will also need to be available for 2 hours in August to plan with your school-based team prior to the start of school (your school team will determine this date/time/location).

APPLICATION QUESTIONS:

- How will your work in this role serve to actualize the district's equity policy?

- Which implementation areas of the equity policy do you believe are actualized in this role?

MIDDLE SCHOOL MTSS-B -Tier 2 Team (6) - Tier B - \$1,500

2023-2024 Proposed

PURPOSE:

The building-based Positive Behavior Interventions & Support (PBIS) Tier 2 Teachers ms plan, implement, and monitor Tier 2 interventions in the school. Applicants should have understanding, experience, and/or expertise in creating Tier 2 behavior interventions.

RESPONSIBILITIES:

Building-based MTSS-B-Tier 2 Team Members will:

- 1) Meet bi-weekly and complete assigned tasks during off week (meeting length: 60 minutes)
- 2) Plan, lead implementation of, and monitor effectiveness of Tier 2 interventions (examples: Check-In/Check-Out, social-emotional skills groups, mentoring)
- 3) Attend one joint MTSS - B - Tier 1 Team once per month.
- 4) Update schools staff on Tier 2 interventions monthly (at a school staff meeting and/or via a staff memo)
- 5) Complete required PBIS assessments throughout the year (Tiered Fidelity Inventory)
- 6) Enter and manage PBIS-Tier 2 behavior in data management system (SWIS)
- 7) Lead communication on the role and purpose of MTSS- B - Tier 2 team with staff and families (via family communication, PTO meetings, etc.)
- 8) Review student-level data to determine students in need of Tier 2 interventions/supports
- 9) Collaborate with student success coaches and MTSS team leaders about students in need of Tiered supports to recommend intervention

You are required to attend MTSS - B - Tier 2 planning meetings.

You will also need to be available for 2 hours in August to plan with your school-based MTSS - B- Tier 2 team prior to the start of school (your school team will determine this date/time/location).

APPLICATION QUESTIONS:

- How will your work in this role serve to actualize the district's equity policy?

- Which implementation areas of the equity policy do you believe are actualized in this role?

PRE-KINDERGARTEN PROGRAM COORDINATOR (1) - TIER C - \$3000

2023-2024 Proposed

PURPOSE:

The Pre-Kindergarten Program Coordinator will lead the PKP staff members, adhere to the state budget, and establish procedures to ensure proper implementation and program success.

RESPONSIBILITIES:

- 1) Meet monthly with the Associate Superintendent of Education and/ or Building Administrator to discuss department resource allocation, budget review, and department professional learning.
- 2) Prepare necessary documents for grants and grant reporting including periodic reporting and quarterly reports.
- 3) Guide department in visioning, long-term goals, short-term goals, and action plans aligned to the District Vision.
- 4) Plan and lead district workshops and events.
- 5) Work with the Associate Superintendent of Education to assist in making budgetary decisions, maintaining inventory, and ordering departmental supplies and materials.
- 6) Support district partnership with Early Childhood Collaboration.
- 7) Attend monthly PFA meetings hosted by the Early Childhood Collaboration.
- 8) Assist with writing and preparing the PFA state grant

APPLICATION QUESTIONS:

- Why do you want to take on this role and how has your background prepared you for this role? Share one or two ideas you have related to serving in this role.
- What are your goals as a leader and how do they connect to the district's equity imperative?
- Please share at least two long-range objectives for the PKP program?
- What's your experience with managing budgets?
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

GRADES 6-8 NON-CORE SUBJECT AREA BLT REPRESENTATIVE (2) - TIER B - \$1,500

2023-2024 Proposed

PURPOSE:

The Grades 6 to 8 Non-Core Subject Area BLT Representative will serve on the Building Leadership Team (BLT) to support School Improvement Planning (SIP). This representative also serves as a liaison between the subject area and the principal and BLT.

RESPONSIBILITIES:

- 1) Serve on the BLT and participate in BLT meetings dedicated to supporting the SIP and the work of the grade level teams to inform and improve instructional practice. Responsibilities of the BLT include but are not limited to conducting instructional rounds and serve as a functional bridge to the grade level teams.
- 2) Participate in summer professional learning:
Required events:TBD
Optional events, you may submit a timesheet:TBD
- 3) New and experienced Non-Core Subject Area BLT Representatives are invited, but not required, to participate in 3 before school professional learning/coaching sessions (1 per trimester; 1 hour per session). Representatives may submit timesheets for these sessions.

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- What are your goals as a leader and how do they connect to the district's equity policy?
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

GRADES 6-8 SPECIAL EDUCATION BLT REPRESENTATIVE (2) - TIER B - \$1,500

2023-2024 Proposed

PURPOSE:

The Grades 6 to 8 Special Education BLT Representative will serve on the Building Leadership Team (BLT) to support School Improvement Planning (SIP). This representative also serves as a liaison between the special education team and the principal and

BLT.

RESPONSIBILITIES:

- 1) Serve on the BLT and participate in BLT meetings to support the SIP and the work of the grade level teams to inform and improve instructional practice. They will serve to raise the voice and perspective of special education in the school. Responsibilities of the BLT include but are not limited to conducting instructional rounds and serve as a functional bridge to the grade level teams.
- 2) Participate in summer professional learning:

Required events:TBD

Optional events, you may submit a timesheet:TBD

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- What are your goals as a leader and how do they connect to the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

MTSS INTERVENTIONIST DEPARTMENT CHAIR (2) - TIER C - \$3,000

2023-2024 Proposed

PURPOSE:

The MTSS Interventionist department chair will represent MTSS interventionists throughout the district. There will be **2 department chairs, one elementary school interventionist and one middle school interventionist.**

RESPONSIBILITIES:

- 1) Develop meeting agendas using resources and protocols from the Teaching and Learning Department and maintain agendas and minutes from team meetings (MS only: meet with MTSS team 3 times/year and meet with department subject area 3 times/year).
- 2) Meet with a member of the Teaching and Learning Department (virtual or in-person) twice a year to discuss the scope and sequence of a year-long plan for department goals, department resource allocation, budget review, and department professional learning.
- 3) Guide department in visioning, long-term goals, short-term goals, and action plans aligned to the district vision.
- 4) Facilitate department/PLC meetings and communication, as well as maintain minutes. Lead the department level in reviewing

and revising teaching practices and the impact on student learning. The PLCs are forums for job-embedded professional learning including but not limited to revising IB units & assessments, generating standards-based common formative assessments, co-constructing lesson plan designs, looking at student work and data and discussing and implementing effective classroom strategies.

5) Collaborate with the Teaching and Learning Department on the curricular resource review process. Participation in the curricular resource review process will depend on where the department is on the curricular resource review cycle.

6) Provide support for new teachers in your department.

7) Assist in-maintaining inventory, and ordering departmental supplies and materials in collaboration with the Teaching & Learning Department.

8) Communicate all inquiries regarding professional learning to the Director of Organizational Learning.

9) The elementary and middle school lead interventionists will meet 4 times throughout the year to guide and facilitate communication between the elementary schools and middle schools, to help align practices and curriculum to offer a continuous learning experience for students.

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- Describe your relevant skills, experiences and abilities and how they'll be an asset.
- How do you work to create a culture of collaboration or agreements on your team and create the conditions in which team members are accountable to them?
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

STUDENT SERVICES DEPARTMENT CHAIR (2) - TIER C - \$3,000

2023-2024 Proposed

PURPOSE:

The Special Education department chair will represent Special Education teachers in the district. There will be **2 department chairs, one elementary school chair and one middle school chair.**

RESPONSIBILITIES:

1) Meet with a member of the Student Services Department once a month to discuss the department goals, department resource allocation, budget review, and department professional learning.

- 2) Guide the department in visioning, long-term goals, short-term goals, and action plans aligned to the district vision.
- 3) Collaborate with the Student Services Department on the curricular resource review process.
- 4) Facilitate department meetings and communication, as well as maintain minutes. Lead the department level in reviewing and revising teaching practices/specialized instruction and the impact on student learning.
- 5) Provide support for new teachers in your department.
- 6) Attend professional development in preparation to train colleagues
- 7) Assist in making budgetary decisions, maintaining inventory, and ordering departmental supplies and materials in collaboration with the Student Services Department.
- 8) The elementary and middle school lead chairs will meet 4 times throughout the year to guide and facilitate communication between the elementary schools and middle schools, to help align practices and curriculum to offer a continuous learning experience for students.

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- Describe your relevant skills, experiences and abilities and how they'll be an asset.
- How do you work to create norms on your team and create the conditions in which team members are accountable to them?
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

MTSS MIDDLE SCHOOL LEADERS (2) - TIER D - \$4,500

2023-2024 Proposed

PURPOSE

The MTSS Middle School Leader supports the implementation of a Multi-Tiered Systems of Support (MTSS) framework. MTSS is a multi-tiered, comprehensive approach to the identification and support of students with academic and behavior needs. Essential components of effective MTSS implementation include:

- Coordinated and systematic processes for reviewing and responding to student academic and behavior data
- Progress monitoring systems that serve as both "temperature checks" and a means of informing instruction and intervention relative to academic needs and behavior needs
- Monitor delivery of research based interventions with fidelity
- Effective and efficient meeting facilitation

RESPONSIBILITIES OF THE MTSS SCHOOL LEADER

- 1) Collaborates with the building administration and UDL Director to establish a twice monthly meeting schedule (times, dates, locations).
- 2) Collaborate weekly during the school day with School Success Coaches, Building Administration, Social Work and Psychologist to support implementation of Tier 2 academic and behavior interventions
- 3) Coordinate information sharing from feeder schools at the end and beginning of the year for students currently in intervention, interventions used, and progress monitoring data
- 4) Manages Acceleration process at Middle School
 - Serves as a point person for Acceleration cases
 - Communicates with families regarding outcomes of each stage of the acceleration process
 - Ensures all necessary documents are completed and submitted to the district office
- 5) Manages Summer Launch invites at the Middle School Level
- 6) Technical Assistance
 - Attend training on MTSS support tools
 - Provide staff training and support as needed at the building level with MTSS support tools (i.e. AIMSWeb Plus, Data Walls)
- 7) Data Collection and Management
 - Maintain data walls and Lead/Assist Student Success Coaches on how to use multiple data sources (student academic and behavior data) to accurately inform problem-solving efforts and ensure that the needs of the whole-child are being addressed.
 - Organize and share MTSS data (e.g. which students are currently receiving interventions) with the district office as needed.
 - Evaluate intervention curriculum via impact on student learning
- 8) Collaborative Practices
 - Demonstrate effective interpersonal communication skills that build trust and relationships among all stakeholders to support implementation and use of a MTSS model and the problem-solving process with fidelity.
 - Attend BLT meetings 2x/month to provide data, perspective for striving students
 - Plan and facilitate Family Gathering (e.g. Family Literacy Night) for families of striving students to build community
 - Attend District Data Dive for middle schools to provide additional data, collaboration for striving students
 - Attend monthly meetings with the Director of UDL & administration to:
 - Support consistent MTSS implementation across the middle schools
 - Deepen understanding of best MTSS practices
 - Design and review district MTSS structures and protocols
- 9) Optional summer professional learning, you may submit a timesheet:dates TBD

APPLICATION QUESTIONS:

- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- Describe your relevant skills, experiences and abilities and how they'll be an asset.
- In order to be successful in this role what support will you need from your school and the district?
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

MULTILINGUAL DEPARTMENT CHAIR (1) - TIER B - \$1500

2023-2024 Proposed

PURPOSE

The Multilingual Department Chair will represent the K-8 EL Department.

RESPONSIBILITIES

- 1) Set department meeting agendas in collaboration with the Director of Universal Design
- 2) Design scope and sequence of year-long plan for department goals with the Director of Universal Design
- 3) Meet monthly with the Director of Universal Design to discuss department resource allocation, budget review, and department professional learning.
- 4) Prepare necessary documents for compliance visit.
- 5) Guide department in visioning, long-term goals, short-term goals, and action plans aligned to the District Vision.
- 6) Facilitate department meetings and communication, as well as maintain minutes.
- 7) Plan and lead district workshops and events relating to Multilingual education.
- 8) Working with the Director of Universal Design and assist in making budgetary decisions, maintaining inventory, and ordering departmental supplies and materials.
- 9) Lead the department level PLC on Wednesdays in reviewing and revising teaching practices and the impact on student learning. The PLCs are forums for job-embedded professional learning including but not limited to generating standards-based common formative assessments, co-constructing lesson plan designs, looking at student work and data and discussing and implementing effective classroom strategies.

APPLICATION QUESTIONS:

- What leadership roles have you previously held and when, if any?
- Why do you want to take on this role? Share one or two ideas you have related to serving in this role.
- Describe your relevant skills, experiences and abilities and how they'll be an asset.
- How do you work to create norms with your team and create the conditions in which team members are accountable to them?
- How will your work in this role serve to actualize the district's equity policy?
- Which implementation areas of the equity policy do you believe are actualized in this role?

TEACHER LEADERSHIP ROLES - APPLICATION NOT REQUIRED BUT ASSIGNED BASED

2023-2024 Proposed

- UDL COordindator Stipend (7) - \$1,500
- Student Support Speacialist (5) (facilitation of MTSS-B Teasm) - \$1,500
- Student Support Speacialist (5) (BLT Member) - \$1,500
- Ed Council (16) - \$1,000