

Brockport Central School District
JOB POSITION DESCRIPTION
STLE 3 Grant

Lead Teacher: Demonstration Classroom

Position Title (12 Months)

July 1, 2014

Date

District Wide

Location

**Strategic Plan Oversight
Governance Board/Office of
Instruction**

Reports To

PRIMARY FUNCTION: Under the direction of the Office of Instruction and in collaboration with Expeditionary Learning and Instructional Coaches, the Demonstration Classroom teacher will provide authentic opportunities for colleagues to see best practices in ELA in action. This in-house professional development model will take place in a host teacher's room during the normal school day, framed by a pre observation meeting and a debriefing session. Teacher must be willing to open their classrooms to colleagues and participate in deep discussions of their own practice.

ESSENTIAL FUNCTIONS:

- Directly reports to the Office of Instruction
- Participates in an informational session detailing Demonstration Classrooms to ensure understanding of all needed elements prior to accepting position
- Demonstrates a strong understanding of the Regents Reform Agenda, Diagnostic Tool for School and District Effectiveness and the District's Strategic Plan
- Desires to provide a level of instructional consistency in our district, particularly in the area of literacy
- Demonstrates a strong understanding of curriculum and instructional best practices in English Language Arts
- Aligns work with the Curriculum Framework Design Model released from the Office of Instruction utilizing workshop model for delivery of content
- Open to intensive training from instructional coaches from July to December 2014
- Operates a lab classroom beginning in January 2015 as an in-house professional development model that takes place during the normal school day, framed by a pre observation meeting and a debriefing session
- Welcomes classroom visits from other teachers as they model instructional practices in ELA, data conversations and classroom set up
- Facilitates small groups to answer questions and support peers
- Supports and coaches grade level or department colleagues, sharing what has worked in the classrooms and what hasn't worked
- Supports new teachers just beginning to learn the model and welcomes students from the College at Brockport participating in pre service work to better prepare
- Institutes collaborative planning sessions that are focused and include the use of consistent protocols for examining teacher work and student work to make instructional improvements
- Willingness to use video of their own classrooms and to engage in modified lesson study and share with teams for the potential of online learning and study groups
- Works well with leadership to create positive culture that promotes learning at all levels and in specific content areas
- Models exemplary communication skills both oral and written

- Demonstrates collaborative leadership, enthusiasm, and professionalism that inspires others
- Understands adult learning needs and can execute targeted plans that align with outcomes linked to the CCLS
- Illustrates how a deeper understanding of subject matter can actually enhance problem solving and critical thinking
- Cultivates teachers' ability to identify students' particular learning styles and intelligences
- Helps teachers/administrators develop their abilities to use various strategies (such as formative assessments) to reach different students as well as create environments that support differentiated teaching and learning
- Highlights ways teachers can seize opportunities for integrating 21st century tools and teaching strategies into their classroom practice — and helps them identify what activities they can replace/de-emphasize
- When appropriate, takes advantage of real world, rich media examples, video clips, interactive exercises, simulations based on historical or real-time data sources, acoustically- and visually-rich primary sources and digital repositories

PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

- Possession of project management skills including planning, execution, implementation and milestone monitoring, overcoming obstacles, managing risks, and taking necessary corrective actions
- Strong understanding of common core learning standards, curriculum and design
- Ability to effectively operate with high energy and flexibility in an early stage, constantly evolving, team environment
- Strong attention to detail
- Content specific knowledge in a particular area
- Working knowledge of or familiarity with elementary and/or secondary education

MINIMUM REQUIREMENTS

- At least five years experience as a classroom teacher
- At least one year of satisfactory experience as a Professional teacher
- At least three years of HE/E ratings in the past five years
- Tenure

PREFERRED

- Served as a Mentor at least once in the last three years
- Participation on at least one building level/District wide committee
- Served in a lead role with respect to instructional initiatives in the District related to the Regents Reform Agenda/Strategic Plan
- Regularly provides professional development in the District

STIPEND

\$2500.00/year