

## PERSONNEL

### **ACHIEVEMENT LEADER Certificated Job Description**

#### **DEFINITION**

The Achievement Leader is an exceptional educator who possesses the skills of an instructional leader of research-based teaching methodologies. The Achievement Leader will support a team of teachers using formative data and other evidence of student learning to move educators and students fluidly across multiple shared spaces, prioritizing deeper and personalized learning for students. The Achievement Leader will support the team and directly interact with students. The Achievement Leader will guide the educator team in sharing responsibility for all elements of student support, instructional planning and delivery (e.g., lesson planning, instruction, data analysis, etc.)

The Achievement Leader leads the team in maintaining high expectations for student learning and ensures the team functions at a high level to serve all learners by strength and need. The Achievement Leader makes space for sharing team members' ideas and innovations to improve student learning. They co-plan, co-teach, model, coach and give feedback to their team members.

#### **ESSENTIAL POSITION FUNCTIONS**

##### **Team leadership and professional responsibilities:**

- Build a positive team culture that values the experiences and perspectives of each team member
- Schedule and maintain communication with paraeducators, student teachers, and community educators to ensure they work with students in a meaningful manner
- Develop and oversee effective two-way communication with the team, families, administration, and the larger school community
- Schedule and facilitate regular team meetings with consistent agendas to support team communication and instructional co-planning
- Lead the team to:
  - Recognize individual team members' strengths and deploy these strengths to support student learning and well-being
  - Organize and distribute responsibilities with consideration for team members' areas of expertise and interest
- Collaborate with other Achievement Leaders to reflect and refine their work and inform ongoing professional learning
- Develops and coordinates procedures and supports for ongoing adult learning

##### **Instructional planning and delivery:**

- Distribute expertise in all elements of instructional planning and delivery (e.g., lesson planning, instruction, data analysis) among the team of educators based on student needs and interests, educator efficacy and content knowledge
- Deliver instruction to support student learning and to model deeper and personalized learning approaches for educators on the team
- Provide a wide variety of instructional resources that support teacher and student needs
- Lead the team to:
  - Set measurable, ambitious expectations and goals for academic achievement and inter/intrapersonal growth for all students taught by the team

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- Co-design and co-implement deep, personalized, culturally sustaining learning experiences, utilizing Universal Design for Learning
- Identify and address individual students' social, emotional, and behavioral learning strengths and needs
- Co-design formative assessment and respond to student need and interest accordingly
- Co-design authentic assessments that accurately assess student learning and progress
- Co-create systems for collecting evidence of student learning
- Set instructional objectives for assigned grade level; and analyze and respond to student learning data for the objectives

### **Learning environment:**

- Support team members in building and maintaining a caring rapport with all students
- Lead the team to:
  - Establish a culture that respects students as individuals, encourages self-motivation and self-direction, fosters student voice and choice, and inspires a love of learning
  - Create shared systems for establishing and maintaining regular, two-way communication with students' families
  - Co-create shared systems, procedures, and tools for managing and communicating students' social, emotional and behavioral needs, by supporting the team in implementing PBIS systems and practices for classroom management
  - Co-create shared procedures for managing student movement and materials
  - Co-create inspiring and organized physical learning environments that are conducive to collaborative and deep, personalized learning

### **Other duties:**

- Collaborates regularly with administration
- Serves as administrative designee
- Attends required meetings at the site and district
- Other duties as assigned

## **DESIRED QUALIFICATIONS**

### **Experience**

- Minimum of 5 years of teaching experience with evidence of highly effective teaching; preferred 10-years of experience in education
- In-depth experience and knowledge in the use of data to guide decision making and instruction for addressing the academic, behavioral, and social-emotional needs of all learners
- Training and experience in the implementation of PLCs, Achievement Teams, PBIS, UDL, and Leader in Me

### **Education**

- Must hold a Bachelor's degree from an accredited college or university
- Must hold an appropriate Clear California Teaching Credential
- Master's degree preferred

### **Personal Attributes**

- Demonstrate highest standards of professional integrity, honesty, ethics, confidentiality and professionalism

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- Knowledge and willingness to stay abreast of current trends, innovations, and practices in evidence based instructional practices (e.g., MTSS, PBIS, UDL, PLCs)
- Ability to work harmoniously and effectively with administrators, other staff members, families, and the community
- Knowledge of fundamental principles in coaching teachers and staff development
- Ability to problem solve and apply a growth-mindset approach to managing ambiguity and adversity
- Ability to lead, facilitate, influence, support and manage adults to accomplish goals
- Proven ability to effectively teach diverse groups of students

Incorporated into one or more of the previously mentioned essential functions of this job description are the following essential physical requirements:

1. Seldom = Less than 25 percent

3. Often = 51-75 percent

2. Occasional = 25-50 percent

4. Very Frequent = 76 percent and above

3 a. Ability to work at a desk, conference table or in meetings of various configurations

3 b. Ability to stand for extended periods of time

4 c. Ability to see for the purpose of reading laws and codes, rules and policies and other printed matter

4 d. Ability to hear and understand speech at normal levels

4 e. Ability to communicate so others will be able to clearly understand a normal conversation

3 f. Ability to bend and twist, sit, stoop, kneel, push, pull, and crawl

1 g. Ability to lift 50 lbs.

1 h. Ability to carry 50 lbs.

3 i. Ability to reach in all directions