



YAZOO COUNTY SCHOOL DISTRICT
Academic Lead Teacher
JOB DESCRIPTION

POSITION TITLE: Academic Lead Teacher

TITLE of SUPERVISOR: School Site Administrators

SALARY: Salary is reflective of the Yazoo County School District Salary Schedule.

QUALIFICATIONS:

- (1) Master's Degree in School Leadership **preferred;**
- (2) At least 3 years of teaching experience;
- (3) Current teacher licensure and certification;
- (4) Mentor experience preferred;
- (5) Extensive content knowledge, instructional pedagogy, and classroom management skills with the keen ability to motivate;
- (6) Proficient technology skills;
- (7) Strong leadership and collaboration skills;
- (8) Outstanding presentation and facilitation skills; and
- (9) Administrative License/Endorsement; position is considered a stepping-stone to administration.

GENERAL DUTIES AND RESPONSIBILITIES:

- (1) Possesses a vision for excellent school culture, including the implementation of rigorous curriculum and differentiated instruction;
- (2) Works with parents, administrators and other teachers to improve students' experience and meet teaching objectives;
- (3) Coaches new and experienced teachers;
- (4) Participates, on a regular basis, in the direct instruction of students modeling instruction;
- (5) Leads, implements, monitors, and collaborates with other educators in the school-wide implementation of MTSS as a school-wide process to include but not limited to the following:
 - o Communicating with teachers and school leadership team in how to implement the MTSS model/framework which includes RtI and PBIS approaches;
 - o Coaching and training colleagues on MTSS implementation;
 - o Managing, analyzing, and utilizing student data as (paperwork process) it relates to progress monitoring (i.e. scoring probes, scheduling data collection bi-weekly and/or weekly, and using collected data to drive student support);

- Providing direct services and supports as follows:
 - a) Training and ongoing coaching to school leadership teams and teachers on the MTSS framework to include academics as well as positive behavior supports;
 - b) Working to develop, implement, and sustain the entirety of the MTSS framework;
 - c) Providing tutorial services and supports to students who are candidates of the MTSS process including Tier II and Tier III;
 - d) Modeling tutorial services and supports to students who are candidates of the MTSS process including Tier II and Tier III;
 - e) Analyzing and utilizing student data to guide data-based decision making and enhance direct instruction; and
 - f) Supporting teachers in identifying student needs and providing appropriate interventions;
- (6) Serves to direct professional development activities;
- (7) Provides professional development on best practices in instruction across the curriculum;
- (8) Participates in professional development opportunities throughout the school year;
- (9) Organizes and implements curriculum and instructional programs for students;
- (10) Assists in the development of standards-based curriculum and assessment opportunities, research-based instructional methods, alignment of materials and resources to curriculum outcomes, and other teacher leadership responsibilities;
- (11) Maintains a positive and appropriate educational environment, and facilitates programs that meet the intellectual and emotional needs of students;
- (12) Works with all school stakeholders to ensure an effective instructional program with CCRS-aligned curriculum, personalized learning and interventions, and pedagogy;
- (13) Models and facilitates research-based best practices within the school's instructional program;
- (14) Assists teachers with the collection and analysis of data results;
- (15) Evaluates student achievement and assists with placing students in appropriate interventions and support services;
- (16) Identifies needs and makes recommendations for appropriate instructional materials and assessments, that directly support and align to the CCRS;
- (17) Meets regularly with collaborative planning teams and the principal to report on instructional practices and progress, while also planning "next steps" for student and school improvement;
- (18) Supports teachers with the implementation of the components of the instructional management plan of the Yazoo County School District;
- (19) Networks with other lead teachers/instructional coaches and participates fully in on-going professional development to all instructional competencies in all content areas;
- (20) Provides resources and support to foster standards development at home and in the community;
- (21) Collaborates with school site administrators, the Director of Student Services, and the Assistant Superintendent to ensure classrooms are meeting the unique needs of all learners;
- (22) Delivers the instructional components of the curriculum to teachers and serve as support in their implementation of the curriculum;
- (23) Collaborates with the School Leadership Team to improve lesson plans and instructional materials;
- (24) Develops and provides materials for teachers;
- (25) Creates and implements personalized learning plans for each student that are data-informed and CCRS aligned;
- (26) Assists in the development of IEP goals and objectives and ensure appropriate implementation of student interventions through collaboration with the SPED teachers as well as the classroom teachers;
- (27) Utilizes provided supplemental resources for intervention and enrichment and identify or create additional resources, as necessary;

- (28) Demonstrates commitment to the implementation of positive behavioral supports and interventions and acts to maintain a positive, safe, productive, and child-centered learning environment;
- (29) Utilizes data to assess student learning and the effectiveness of teaching practices;
- (30) Collaborates with school leadership team members, as well as other teams within the school, to share student information;
- (31) Implements student-specific interventions and tracks related progress for both academic and social-emotional needs;
- (32) Communicates regularly with parents and caregivers regarding student progress and challenges;
- (33) Demonstrates characteristics of being a strategic and results oriented teacher leader, in supporting and educating students;
- (34) Passionate about working with students and teachers, particularly those who may require additional support to meet their unique educational and emotional needs;
- (35) Believes that all children are capable of achieving at high levels and in the significance of making the connection between students' aspirations for their lives and careers and their education;
- (36) Understands and models that learning and setbacks are opportunities for growth for both students and adults;
- (37) Sets an example as a continuous, open minded learner, devoted to evidence-based practices that promote student achievement and wellbeing;
- (38) Inspires and supports both faculty and staff; and
- (39) Performs other duties as assigned by school superintendent and school principal.

DESIRED CHARACTER TRAITS AND VALUES:

- (1) Emotional self-regulation, patience, maturity, and humility;
- (2) Honesty and integrity;
- (3) Curiosity and creativity;
- (4) Optimism and enthusiasm;
- (5) Excellent people skills;
- (6) Respect for staff, students, and families;
- (7) Ability and willingness to “roll-up sleeves” and be flexible as the school moves from planning phase to startup to school year in progress;
- (8) Proactive and able to anticipate issues while being humble and able to manage unanticipated events with thoughtfulness and grace;
- (9) Ability to model and maintain consistent and high expectations during stressful conditions; and
- (10) Commitment to positive behavioral approaches.

This institution is an equal opportunity provider.