An Opportunity Culture for Teaching & Learning at Project L.I.F.T. Schools
Moving Toward a Highly Paid, High-Impact Profession

At Project L.I.F.T., we are committed to building an Opportunity Culture in our schools, in which all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach. All teachers and staff have the opportunity, in every role, to develop to their full potential through collaboration with and leadership from excellent teachers.

This year, L.I.F.T. is building on our implementation success by creating more Opportunity Culture positions and expanding to new schools! Seven L.I.F.T. schools (Allenbrook Elem., Ashley Park PreK-8, Bruns PreK-8, Byers PreK-8, Thomasboro PreK-8, Ranson Middle, and West Charlotte High) are implementing new school models that redesign teachers’ jobs and use age- and child-appropriate technology to put excellent teachers in charge of more students’ learning and other teachers’ development, for more pay. One of these models is Multi-Classroom Leadership, where teacher-leaders can bring excellence to multiple classrooms by leading teams and continuing to teach. Unlike coaching or department-lead roles, these multi-classroom leaders have accountability for other teachers’ student outcomes, and input to select and evaluate peers.

As multi-classroom leaders, excellent teachers can reach more students for more pay, and develop and advance in their careers without having to leave the classroom, in a role that takes advantage of their talents.

Teacher Job Description
Multi-Classroom Leader 2

Summary
The multi-classroom leader 2 leads a team of five or more teachers and other staff members to meet the leader’s standards of excellence. (S)he establishes each team member’s roles and goals at least annually, determines how students spend time and organizes teaching roles to fit each teacher’s strengths, content knowledge and professional development goals. The multi-classroom leader 2 also teaches students her/himself in most cases. The team uses the leader’s methods and tools. The multi-classroom leader 2 organizes the team to review student progress and change instruction as needed to ensure high-progress learning for every child. (S)he works collaboratively with the team, using the team’s new ideas and innovations that the leader agrees may improve learning. The multi-classroom leader 2 is fully accountable for the learning and development of all students taught by the team members. (S)he provides feedback to the principal in choosing, evaluating, and developing the team, or dismissing low performers when necessary.
Responsibilities

Planning and Preparation
- Set high expectations of achievement that are ambitious and measurable for all students taught by team
- Establish methods and create instructional tools and materials that team teachers use in all classrooms
- Set direction, verbally and with tools and materials, that clarify content and teaching process
- Lead team to:
  o Plan backward to align all lessons, activities, and assessments
  o Design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
  o Design assessments that accurately assess student progress

Classroom Environment
- Lead team to:
  o Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
  o Create physical classroom environments conducive to collaborative and individual learning
  o Establish a culture of respect, enthusiasm, and rapport

Instruction
- Lead team to:
  o Hold students accountable for ambitious, measurable standards of academic achievement
  o Identify and address individual students’ social, emotional, and behavioral learning needs and barriers
  o Identify and address individual students’ development of organizational and time-management skills
  o Invest students in their learning using a variety of influence techniques
  o Incorporate questioning and discussion in student learning
  o Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
  o Monitor and analyze student assessment data to inform enriched instruction by teacher
  o Communicate with students and keep them informed of their progress

Professional Responsibilities
- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Lead team to maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Organize and schedule team time to ensure alignment of instructional vision and delivery in all classrooms, and to troubleshoot students’ persistent learning challenges
- Determine how students spend instructional time based on instructional skills and content knowledge of teachers in team
- Allocate instructional process elements (lesson planning, large-group instruction, small-group instruction, individual interventions, data analysis, grading, etc.) among team of teachers based on teacher strengths, content knowledge, and professional development goals
- Allocate non-instructional administrative duties among team of teachers
- Model instructional tasks to aid team development
- Clarify and adjust team members’ roles and provide feedback, developmental advice, and assignments to develop their effectiveness
- Evaluate team members for potential role changes, and for increasing job opportunities for team teachers who are ready to advance (to new or more complex roles)
- Provide feedback to the principal concerning dismissal of team members who do not meet the leader’s standards.
- Participate in professional development opportunities at school
Qualifications
- Bachelor’s degree
- Knowledge of subject matter being taught
- Appropriate NC licensure for subject and grade level
- Two or more years of teaching experience with prior evidence of high-progress student outcomes in relevant subjects
- Experience successfully leading and managing a team of adults to accomplish goals
- Critical competencies:
  o **Achievement** – the drive and actions to set challenging goals and reach a high standard of performance despite barriers.
  o **Impact and Influence** – acting with the purpose of influencing what other people think and do.
  o **Initiative and Persistence** – the ability and actions to do more than is expected or required in order to accomplish a challenging task.
  o **Teamwork** – the ability and actions needed to work with others to achieve shared goals.
  o **Belief in Learning Potential** – a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates
  o **Coachability** - The ability to receive feedback positively and implement a change in practice effectively.
  o **Monitoring and Directiveness** – the drive and actions to set clear expectations and hold others accountable for performance.
  o **Developing Others** – influence with the specific intent to increase the short- and long-term effectiveness of another person.
  o **Flexibility** – the ability to adapt one’s approach to the requirements of a situation and to change tactics.

Hours
- Full-time teaching position
- Teacher teaches multiple classes in alternating time blocks throughout the day
- Teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

Pay
- Supplement of $23,000 in addition to salary based on district pay scale, plus benefits. Potential team and individual bonuses.

Reports to:
- Principal

Visit our website at [www.projectliftcharlotte.org/opportunity-culture](http://www.projectliftcharlotte.org/opportunity-culture) for more details.
Interview Process for Opportunity Culture roles (Non-L.I.F.T. Educators)

During each stage of the process the L.I.F.T. talent team will conduct a review and advance applicants to the next stage if requirements are met. Only the applicants who advance through all the stages will be considered for Opportunity Culture roles in Project L.I.F.T. and invited to attend our exclusive Opportunity Culture Meet and Greet in April.

1. Apply to desired position(s)
2. L.I.F.T. Interview
3. Student Achievement Data
4. Opportunity Culture Interview

Being a part of Project L.I.F.T. is hard work, but it pays off. Project L.I.F.T. invests in you by providing exceptional professional development, coaching and classroom support that you will not find anywhere else because we want you to become the best educator possible. We believe our supports will help you achieve your professional goals and experience as much success as possible.

Interview Process for Opportunity Culture roles (Current L.I.F.T. Educators)

During each stage of the process the L.I.F.T. talent team will conduct a review and advance applicants to the next stage if requirements are met. Only the applicants who advance through all the stages will be considered for Opportunity Culture roles in Project L.I.F.T. and invited to attend our exclusive Opportunity Culture Meet and Greet in April.

1. Apply to desired position(s)
2. Opportunity Culture Recommendation Form and Student Achievement Data
3. Opportunity Culture Interview