

JOB DESCRIPTION
ADMINISTRATIVE REGULATION GCA-RSTC

1:0 SUPERVISOR OF TEACHING & LEARNING (GRADES 9-12)

2:0 LINE AND STAFF RELATIONSHIP

2:1 The Supervisor of Teaching & Learning (9-12) reports to and is evaluated by the building principal(s) and has a reporting line of authority within the Office of the Superintendent of Schools in order to facilitate the district's formal plan to ensure high level learning.

2:2 The Supervisor of Teaching & Learning (9-12) serves as the link between the classroom teacher and the building principal(s) to deliver the curriculum plan set forth by the Office of the Superintendent of Schools.

3:0 FUNCTIONS AND DUTIES-THE SUPERVISOR OF TEACHING & LEARNING (9-12) FACILITATES THE DISTRICT'S TEACHING AND LEARNING SYSTEM FOR ALL STUDENTS THAT COORDINATES A CORE CURRICULUM, UNIVERSAL INSTRUCTIONAL PRACTICES, COMMON ASSESSMENTS, AND PROFESSIONAL DEVELOPMENT.

3:1 EVALUATION OF TEACHERS

3:1.1 Supervises all assigned staff on a regular and routine basis in accordance with prescribed supervisory procedures and requirements including but not limited to brief informal visits and observations; review of lesson plans, methods, grading system, and assessment materials, and review of grade distributions, survey results, and student and parent feedback.

3:1.2 Completes one formal observation of professional middle and high school staff and two formal observations of provisional middle and high school staff in Year 1 of the Teacher Evaluation Process and the Summative Evaluation of high school staff so evaluated.

3:1.3 Provides support, direction, and assistance to assigned staff relative to job performance, student/staff relations, problem-resolution, and professional growth.

3:1.4 Observes and evaluates all assigned staff, including those outside assigned disciplines when and if assigned, in accordance with the Fairhaven Teacher Evaluation Instrument.

3:2 TEACHING AND LEARNING

3:2.1 Facilitates the development and implementation of the curriculum document (curriculum guide) that contains the core curriculum benchmarks, resources, instructional strategies and activities, timelines, articulation maps, and common assessments that are in alignment with the state frameworks.

- 3:2.2 Develops programs of study, evaluates textbooks, chairs textbook selection committees, and recommends textbooks and supplementary materials for adoption in conjunction with the Teaching and Learning Team.
- 3:2.3 Assists in the coordination and articulation between the high school, middle school, and elementary schools of the teaching and learning system to ensure that the district's curricula in all tested areas were aligned horizontally and vertically.
- 3:2.4 Serves on curriculum study groups, prepares study outlines, and develops curriculum, and assessments.
- 3:2.5 Remains knowledgeable of MA Frameworks, current and grounded in the best practices in teaching and learning, and membership in discipline-related professional organizations.
- 3:2.6 Provides active leadership and support for effective instructional strategies, techniques, and methods grounded in research and focused on improved achievement for all students.
- 3:2.7 Plans and implements appropriate staff development activities and programs in accordance with staff and student needs, and school/district needs and objectives.
- 3:2.8 Implements an ongoing program of curricular evaluation and renewal based upon student achievement data and in conjunction with district/school objectives.
- 3:2.9 In consultation with team colleagues, applies for grants to initiate and/or improve programs within assigned disciplines or to advance school and district goals when requested.

3:3 CURRICULUM

- 3:3.1 The Supervisor of Teaching & Learning (9–12) will ensure that the curriculum is written in a common format that includes:
 - essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment techniques that include the use of school-wide and course specific rubrics
- 3:3.2 The Supervisor of Teaching & Learning (9–12) will ensure that the curriculum emphasizes depth of understanding and application of knowledge through:
 - carefully chosen content tied to the school's 21st century learning expectations
 - inquiry and problem-solving
 - informed and ethical use of technology
 - higher order thinking
 - cross-disciplinary learning

3:3.3 The Supervisor of Teaching & Learning (9–12) will ensure that there is clear alignment among the written, taught, and learned curriculum.

3:3.4 The Supervisor of Teaching & Learning (9–12) will ensure that the co-curricular programs and learning opportunities outside of the school are rooted in the school's core values, beliefs, and 21st century learning expectations.

3:4 INSTRUCTION

3:4.1 The Supervisor of Teaching & Learning (9–12) will ensure that the curriculum is written in a common format that includes:

- teachers' instructional strategies are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
- teachers' instructional strategies support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - making connections across disciplines
 - engaging students as active and self-directed learners
 - emphasizing higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology
- teachers adjust their instructional strategies to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom
- teachers, individually and collaboratively, improve their instructional strategies by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including other teachers, students, supervisors, and parents
 - examining current research
 - engaging in discourse focused on professional practice
- teachers maintain expertise in their content area and in content-specific instructional strategies.

3:5 BUDGET

3:5.1 Prepares, submits, and monitors an annual budget for assigned disciplines in accordance with established budget development procedures set forth by the building principal.

3:5.2 Communicates to the building principal(s) the textbooks and instructional materials that are needed in order to achieve the benchmarks, and coordinates the timely acquisition of said instructional materials to ensure high-level learning.

3:6 SCHEDULING

3:6.1 Assist the principal and vice-principal with scheduling tasks including but not limited to: revision of the program of studies, orientations for students and parents, building schedule, and resolving conflicts.

3:7 COMMUNICATIONS

3:7.1 Conducts regularly scheduled meetings of assigned staff by grade, function, and/or discipline(s), and meets with others as required, or as needed with members of the Teaching and Learning Team.

3:7.2 Reports on meetings and general activities.

3:7.3 Uses technology effectively as both a tool and resource in the fulfillment of assigned duties and responsibilities.

3:7.4 Attends meetings, conferences, workshops, and seminars as required or directed.

3:7.5 Maintains complete and accurate records (agenda, minutes, supervisory, etc.) as requested or required; and submits reports as called for.

3:7.6 Plans and organizes events which inform the public of the Teaching and Learning System with the principal(s).

3:7.7 The Supervisor of Teaching & Learning (9-12) performs other professional duties as directed, to advance the goals of assigned areas and schools.

3:8 STAFFING

3:8.1 Assists in the screening and interviewing of applicants and candidates, when required by the Principal(s) and/or Superintendent.

3:8.2 Assists with the orientation, scheduling, and supervision of substitute teachers.

3:8.3 Provides assistance in the placement, orientation, and mentoring of new staff.

3:8.4 Assumes teaching assignments as determined by the Administration and within the scope of the collective bargaining agreement.

4:0 THE SUPERVISOR OF TEACHING & LEARNING (9-12) FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF A SHARED MISSION STATEMENT AND A SCHOOL IMPROVEMENT PLAN THAT IS IN ALIGNMENT WITH THE CORE VALUES OF THE DISTRICT.

4:1 PARTNERSHIP WITH FAMILIES AND THE COMMUNITY

4:1.1 The Supervisor of Teaching & Learning (9-12) understands him/her self as an integral member of the teaching and learning team that effectively communicates to staff, parents, students, and community members a systemic approach that models teamwork encourages collegiality, and supports collaboration.

4:1.2 The Supervisor of Teaching & Learning (9-12) communicates and interacts with parents and the community in a way that promotes a high level of open and honest communication.

4:1.3 The Supervisor of Teaching & Learning (9-12) expresses him/herself clearly and confidently orally and in writing; capable of responding effectively in a public forum.

4:2 ENSURE HIGH LEVEL LEARNING FOR ALL CHILDREN

4:2.1 The Supervisor of Teaching & Learning (9-12) recognizes that student learning must be the focus of all school programs and activities.

4:2.2 The Supervisor of Teaching & Learning (9-12) believes that all youngsters have the natural ability to succeed at high levels of learning and it is the behaviors and actions of the adults in the school to nurture, develop, and encourage each and every student.

4:3 SAFE ENVIRONMENT

4:3.1 The Supervisor of Teaching & Learning (9-12) builds caring and considerate relationships that demonstrate regard and respect for all people.

4:4 BECOME INDEPENDENT, PRODUCTIVE, AND SUCCESSFUL

4:4.1 The Supervisor of Teaching & Learning (9-12) adheres to professional codes of ethics: maintains trust and confidentiality; models legally and orally responsible actions at all times; treats individuals with fairness, dignity, and respect; and models the core values of the school and district.

5:0 QUALIFICATIONS

- 5:1 Shall have demonstrated competence as a classroom teacher for five or more years and shall possess Professional Teacher status.
- 5:2 Shall have certification in at least one field within the Department and its associated program areas and shall have received or substantially completed a Master's Degree, or have National Board for Professional Standards Certification.
- 5:3 Shall have demonstrated leadership, organizational and communication skills, and ability to work effectively with others.
- 5:4 Such alternatives to the above qualifications that may be deemed as equivalent and acceptable to the Superintendent of Schools.

6:0 CONDITIONS AND TERMS OF EMPLOYMENT

- 6:1 In addition to the terms and conditions of employment for classroom teacher, Supervisor of Teaching & Learning may be compensated by means of additional salary remunerations, or by reduced teaching load, or being exempt from traditional student supervisory duties such as cafeteria duty, restroom duty, after school detention, study hall, etc.
- 6:2 It is understood that salaries, as negotiated, are for the performance of additional and separate responsibilities and time commitments.
- 6:3 The Supervisor of Teaching & Learning (9-12) is evaluated by the school principal(s) at least once per year. This position is appointed in accordance with Section 11:3.1 of the Agreement between the Fairhaven Educators' Association Unit A and the Fairhaven School Committee.

S.C Enacted: 5/27/09