

Essex Westford School District
Job Description
Professional Learning Community (PLC) Teacher Leader PK - 12

What is a PLC?

“A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.”

-adapted from *Learning by Doing*

Primary Purpose

The role of the PLC Leader is to facilitate their team to work collaboratively with an equity lens to address the following four Dufour PLC questions:

1. What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
2. How will we know if they have learned? Are we monitoring each student’s learning on a timely basis?
3. What will we do if they don’t learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
4. What will we do if they already know it?

Job Duties and Responsibilities

Below is an outline of the primary commitments, roles and responsibilities for the PLC Teacher Leader assignment:

- Facilitation of grade level or content area PLC meetings.
 - Facilitate development of meeting agendas and group norms aligned with the PLC and RTI at Work process
 - Facilitate note taking process for meetings to support shared understandings; ensure that notes are stored in a central location and available for all members and those not members of the PLC.
 - Include subject area expertise into PLC meetings through the role of district coaches, memberships in curriculum committees, curriculum documents, articles, video, and other resources that are aligned to the work
 - Lead in the analysis of assessment data to inform interventions and extensions for students (esp. tier 2 interventions and tier 1 reteaching opportunities)
 - Create and monitor student achievement goals as a PLC
- Attend regular building-based and district-wide PLC Teacher Leader meetings with administrators outside the school day contract (these may include guiding coalition meetings and other meetings with district staff)
- Participate in ongoing PLC Leader professional development which may include release time during the year and up to two days in the summer.
- Monitor and respond to EWSD communications during the summer months
- Using Dufour’s four critical PLC questions:
 - Lead/support the development of content area proficiencies
 - Lead/support the development of common local assessments and assessment rubrics
 - Lead/support the transition to Proficiency Based Learning (PBL) as appropriate
 - Lead/support the creation and implementation of Proficiency Based Grade Reports (PBGR) as needed
 - Lead/support the transition and implementation of Personalized Learning Plans (PLP) for students
- Mentor incoming Teacher Leaders (in last year).
- Be an active member of the school based guiding coalition
- Facilitate school-based PLC meetings.
- Meet with related PLC leaders district-wide to plan and prepare for district-wide PLC meetings.
- Co-facilitate district PLC meetings.

Qualifications

Below are the qualifications necessary to succeed as a PLC Leader:

- Currently employed as a licensed educator in the District in a field related to the PLC group.
- Complete the RTi at Work and PLC at Work trainings prior to the onset of the first year as leader
- Able to focus their assigned group on learning and results.
- Able to build a collaborative culture in their assigned group.
- Able to effectively facilitate group discussions that question the status quo, seek new methods of teaching and learning, and reflect on the results of these new methods once implemented.
- Able to effectively lead others to action to test new ideas and methods of teaching and learning.
- Able to regularly attend all PLC meetings.
- Willing to commit up to three (3) years as a teacher leader to understand more deeply how to facilitate a PLC to increase student success. Actual duration may vary at the Principal's discretion.

** School specific duties may also be assigned through an addendum to this common PreK-12 description

Additional Considerations:

A high performing collaborative team of teachers is critical in a school that functions as a professional learning community, and a high effective team is invariably led by an effective team leader.

The success of EWSD in achieving high levels of learning for **all** students depends to a great degree on the leadership capacity of the team leaders in each school. Thus, the selection of team leaders is a thoughtful, informed and deliberate decision of critical importance.

The educators who serve in this very important role are expected to coordinate and lead the work of their teams, and to serve on the building level guiding coalition. These team leaders will work closely with their building principal and the director of learning and report directly to the building principal. PLC team leaders provide an essential link between faculty needs and concerns while at the same time assisting with communication and explaining the rationale and specifics of the PLC and RTi at Work process to their colleagues. PLC team leaders work with intention through a lens of equity for all learners.

Team leaders are expected to enhance the capacity of their teams to work interdependently to achieve common goals for which team members hold themselves mutually accountable. In fulfilling their role of leading their teams, team leaders are responsible for such functions as leading the team in preparing and utilizing team norms, planning agendas, leading meetings, serving as a direct communication link between Administration and faculty, leading the work of teams in analyzing and improving student learning data, seeking out and experimenting with best practices, leading the collaborative development and attainment of learning improvement goals and identifying and communicating professional development needs. Team leaders must work continually to enhance the effectiveness of their teams by ensuring that the team focuses on the critical questions and practices associated with improving student outcomes in a manner that reflects the fidelity of implementation of the PLC/RTi at Work process.

Educators who serve as team leaders must have a demonstrated record of effectiveness in their own teaching and they must have earned the recognition and respect of their peers. Team leaders must have excellent planning and organizational skills as well as the ability to work well and communicate openly with others.

In order to enhance the leadership capacity and effectiveness of others, team leaders must model a desire and willingness to continually learn, constantly seeking ways to first improve their practice, so that they can more effectively lead their teams.

The team leader serves as the key communication link between the principal and the grade level or content team.

The team leader must have a positive disposition toward his or her job, bring solutions to the table, work constantly to build the capacity of teammates and have across grade level influence.