

Winnacunnet High School Teacher Leader Role Description

Teacher Leaders will support teachers with curriculum, instruction, and assessment in an effort to align with school approval standards, the requirements of the common core implementation and NESSC League of Innovative Schools. Additionally, this proposed leadership structure aligns with the following two NEASC recommendations:



- Improve coordination, timeliness, and effectiveness of the school's internal communication process.
 - Increase the level of involvement of representatives from all stakeholder groups in the decision-making process to promote responsibility and ownership.
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Structure of the Teacher Leader Committee:

- WHS will appoint one position from each of the following departments: English, Math, Social Studies, Science, Physical Education, Special Services, Guidance and World Language,
- One position from Art/Music,
- One position from Business/Family Consumer Science/Technology & Engineering.

Compensation for Teacher Leaders:

- Teacher Leaders will teach a 3-3-3 and will not be assigned a duty.
- Every effort will be made to provide common planning time for the leadership team in the master schedule each trimester.

Process for Teacher Leader Rotation:

- Teacher Leaders will serve on a 3 year cycle. At the end of each cycle, the department will undergo a formal process in the spring to nominate a Teacher Leader.
- Application cycles will be staggered across departments in order to maintain consistency in the group.

The 2024-2025 academic year has the following cycle status:

- Year 1: Special Services, Counseling, Science
- Year 2: World Language, Business/Family Consumer Science/Technology & Engineering, English, Art/Music
- Year 3: Math, Physical Education, Social Studies
- The Teacher Leader interview committee will be chosen at the discretion of the building principal.

Responsibilities of Teacher Leaders :

The Teacher Leaders will be involved in the implementation of curriculum, instruction and assessment initiatives and best practice as well as providing input regarding the overall organization and operation of Winnacunnet High School while supporting all teachers in their department. Teacher Leaders will assist and/or be knowledgeable about school-wide initiatives in the areas of Communication, Curriculum, and Coaching including but not limited to:

Communication

- Communicate concerns that emerge at the department level to the administration, and from the administration to the departments.
- Propose specific strategies to address programs, courses, or instructional areas in need of improvement.
- Serve as core members of the follow-up committee to implement the NEASC recommendations. Assist with the attainment of [WHS School Goals](#), and others as mutually agreed to with the Department Administrator. This may include budget development, department inventory, master scheduling, and department meeting facilitation.

Curriculum

- Function as the [WHS Curriculum Committee](#), where members will conduct a systematic review process to consider one or more of the following:
 - New course proposals.
 - Changes in department scope and sequence, including the elimination of courses.
 - Other proposals identified at the department level for school-wide consideration.
- Review/ maintain WHS curriculum frameworks and written curriculum, including organization and accessibility. Ensure standardization, including language, format & expectations.
- Review/ maintain the established policies regarding the awarding of a credit for a high school diploma or equivalent, including Extended Learning Opportunities, career and technical education courses, and distance education.
- Continue to refine a system whereby teachers measure & report the attainment of course competencies & department competencies that is transparent to stakeholders.
- Assist with the development of a curriculum map consisting of the essential competencies of each class, considering implications of WHS graduation requirements, the provision of a minimum standards diploma & relationship to competency-based assessment.
- Function as a department leader to move WHS forward in competency-based education
- Review the provision of equitable access to all classes by all students at WHS.
- Refine the process of measuring the WHS [Schoolwide Learning Expectations](#), ensuring

that all students have the opportunity to attain them.

- Assist with a department equity curriculum review
 - Curriculum
 - Books
 - Movies
- Assist and collaborate with the vertical teams (i.e. attend meetings, assist with any assessments, etc).
- Assist with statewide school assessments

Coaching

- Support teachers in their department in a non-evaluative coaching role.
 - Team Leaders will receive professional development on peer coaching throughout the year
 - Team leaders will support teachers who volunteer via informal classroom visits/ feedback.
 - Pre conversation (anything you want me to look for?). Short.
 - Post conversation.
 - These informal visits of classrooms are for coaching purposes only and are not evaluative. The discussions, feedback, and any information coming from the informal visits remains between the teacher and teacher leader and cannot be shared with any member of administration.
 - The informal visits and the feedback cannot be used in any decision regarding employment.
- Assist with implementation of high quality educator professional development.
- Participate in efforts to celebrate students, educators and the school community.