



## Team Lead Job Description

### Position Objective:

The Team Lead is a highly effective teacher who leads a team of teachers (aligned by grade level, content area, or other relevant grouping based on school need) in developing their ability to effectively deliver instruction and increase student outcomes. In addition to providing high-quality instruction in their own classrooms, the Team Lead's role is to build the capacity of teachers to deliver high-quality, effective instruction. The Team Lead provides support to his or her team of teachers by providing 1-on-1 observation and coaching; contributing to the LEAP growth and performance evaluation for each teacher on his/her team, including scoring observations (including the ability to score short or full observations) using the Framework for Effective Teaching; and facilitating collaborative time amongst his or her team of teachers.

In addition, the Team Lead will also:

- Collaborate with school leaders to support the effective implementation of Team Specialists
- Provide input on their caseload of teachers to support school leadership in hiring/non-renewal decisions
- Contribute to the development of the year-long professional development plan and provide whole staff professional learning (when relevant) on their area(s) of expertise

### Expected Outcomes:

The goal of a Team Lead is to improve a team of teachers' abilities to effectively plan for and deliver high-quality instruction in pursuit of better outcomes for students. By creating distributive leadership structures in schools, Team Leads—in collaboration with school leaders—will increase opportunities for feedback and growth to drive increased student achievement, while building their own capacity as leaders.

A Team Lead supports each team member's growth in the following areas:

- Improved performance on LEAP indicators with emphasis on team members' professional growth goals
- Improved student growth data, as measured by SLOs and/or district and state assessment data
- Consistency in team members' (and Team Lead's) ability to self-reflect and accept feedback in order to improve instructional practices
- Growth and development as an educator and professional

A Team Lead supports school growth in the following areas:

- Consistent use of best practices to drive an inclusive, positive, and intentional school culture (both staff and students) of continuous improvement
- Consistent implementation of targeted, differentiated school-based professional learning opportunities

Improvement in recruitment, hiring, and retention of highly effective teachers

### Required Responsibilities:

1. Support a team of teachers in the comprehensive growth of their professional practice by contributing to their development within the LEAP growth & development system by:



- Providing 1-on-1 support, through regular cycles of observation and coaching, as well as facilitating collaborative time for the team of teachers
  - Observing and evaluating team members' ability to provide effective instruction using the Framework for Effective Teaching (typically scoring 4-6 total observations, either short or full, throughout the year)
  - Facilitating high-quality collaborative time for team of teachers or a relevant subset of teachers (if supported by a Team Specialist), based on school need that builds their capacity to effectively plan for and implement standards.
2. Establish clear expectations, processes, and objectives for collaborative time that align with team, school, and district goals.
  3. Coordinate with complementary Team Specialist and school leaders to ensure that expectations, processes, and objectives for collaborative time and coaching are aligned with team, school, and district goals.
  4. Diagnose team needs using available data from student assessments, observations, and Student Perception Surveys (SPS)
  5. Collaborate with teachers and school leaders to foster a strong, intentional, and inclusive school culture.
  6. Provide input on the overall management of the teachers on their team to support school leadership in talent management decisions

Additional responsibilities may be determined by the Team Lead, team, and school leaders. See "Implementation Flexibilities" section for more details.

*Note: All of the above responsibilities are to be fulfilled during non-teaching (or "release") time to complete requirements.*

*Note for charter schools: All references to LEAP should instead reference the equivalent evaluation tool you worked to approve with the program team.*

#### **Flexibilities:**

1. In addition to implementing a consistent observation and feedback cycle, the Team Lead will select which techniques are employed, based on the needs of their team of teachers, to achieve stated goals. These techniques may include:
  - Hosting and/or facilitating learning labs
  - Co-planning
  - Co-teaching/modeling
  - Sharing resources
  - Facilitating small group or whole-staff professional learning
  - Providing input into school-wide decisions
2. The school has the flexibility to determine which teachers\* are on the team and the team size, however team size should be set based on the release time a Team Lead has for their role.



### **Required Qualifications:**

- Must meet all licensure and certification requirements for teacher role in DPS
- Must become a Certified LEAP Evaluator before the start of the new school year
- Must participate in required training over the summer and during the school year
- A Team Lead must be a DPS Teacher by time of service, i.e. they must be hired into a teaching role in order to also be hired into a Team Lead role.
  
- Demonstrated effectiveness as a teacher by:
  - For DPS employees:
    - Effective or Distinguished on most recent final, end-of-year LEAP or other summative evaluation of teaching role, AND, evidence of sustained effectiveness in current role (e.g., for current teachers, receiving a final EOY LEAP rating of Effective or Distinguished; for other instructional support or leadership roles, final evaluation of performance in current role)
  - For non-DPS employees:
    - Effective or equivalent end-of-year rating on an evaluation system that is based on multiple measures, not just solely on observation, from most recent year of teaching AND evidence of sustained effectiveness in current role (e.g., for current teachers, receiving an effective or equivalent rating on an evaluation system based on multiple measures for current teachers; for other instructional support and leadership roles, final evaluation of performance in current role)

### **Recommended Qualifications:**

- Three years teaching experience and 1 year teaching in DPS
- Previous experience as a teacher leader
- Ability to have courageous conversations and provide constructive feedback
- Knowledge about effective methods for adult learning and coaching
- Knowledge about DPS systems, processes and policies, including the LEAP evaluation system
- Advanced knowledge of relevant curricula and standards (including CCSS, CAS, WIDA)
- Demonstrated ability to lead adults towards shared outcomes
- Demonstrated ability to effectively facilitate and foster collaboration across a group of adult learners
- Demonstrated ability to cultivate and support inclusive practices with students and staff
- Demonstrated ability to analyze data and make decisions based on formative and summative data sets
- Demonstrated ability to create a positive work environment
- Well-respected among peers
- Strong written, oral, and interpersonal communication skills
- Ability to lead with a lens of equity & inclusion



- Ability to effectively manage time and balance competing priorities
- Takes initiative to solve problems and manage conflicts
- Ability to find clarity in ambiguous situations