

2017- 18 RMS Leadership Positions (a working draft)

The spirit of a leadership position calls for a level of commitment and engagement throughout the school year in order to be active in the governance of our school.

Responsibilities and Best Practices of all Leaders:

1. Facilitate the creation of an agenda for staff meetings at least twice per month.
2. Share all work with staff (agenda and notes in google doc).
3. Attend **all** leadership meetings, team meetings, and staff meetings. If there is an absence, then the leader must recruit a substitute.
4. Leaders will actively work to facilitate staff members involvement in the workings of the school.
5. Represent the ideas, feelings, and thoughts of the group (not individual). Report information and ideas back to the committee/ team.
6. Strive to demonstrate exemplary professionalism and communication with colleagues, families, and students.
7. Guiding a committee/ team to develop goals & objectives as well as strategies to accomplish them.
8. Intersect with Site Council
9. Embrace an equity lens to be used as a guide for our decision making and practice. Equity is a value that should lead the work in all groups.

Relevant “North Stars”

1. Academic and social skills for success.
2. To develop empathy, citizenship, a sense of responsibility, and visions for the future.
3. To work to narrow social disparities, open doors to diversity, and explore identity.
4. To develop enthusiasm about learning that’s relevant and authentic.

Responsibilities of Leadership Team

1. Social/Emotional Learning

Description: Social and Emotional growth for students is a critical part of child development in middle school. This leader will plan a scope and sequence for social emotional learning opportunities in House and communicate this to all staff. The lessons for Monday during House will be easy to administer, but powerful reflection for student growth and school climate. The goal is that these lessons will permeate all classes at Roosevelt. The lessons, as well as notes from all meetings, will be organized in a google folder that all staff have access to and communicated through “The Week Ahead.”

2. Academic Success

Description: Growth in academic skills and practices for students is crucial to empower students to be lifelong learners. This leader will plan a scope and sequence for academic practices/skills learning opportunities in House and communicate this to all staff. The lessons and/or expectations for House during “study hall” days will be discussed collaboratively and analyzed by this leader and a team. The leader will evaluate the success of the study hall days during House periods. The lessons and/or expectations, as well as notes from all meetings will be organized in a google folder that all staff have access to and communicated through the week ahead.

[This is not a complete description and I know we approved it but we need to add the part about Synergy training for the staff, and tips/strategies/resources for academic success in the classroom.]

3. Struggling Students/ Data Team

Description: The growth and development of all students is important when analyzing the effectiveness of a school. Therefore, this leader will coordinate a team of staff members to make recommendations for academic and behavioral student interventions. Monitoring and communicating information about student attendance and coordinating parent outreach will be a part of this leadership position. All meeting notes and team recommendations should be organized in a shared google folder for staff to access and discuss.

4. Campus Climate

Description: The Roosevelt campus climate can be positively shaped by activities, partnerships, and philanthropies that foster school and House identity. This leadership group will propose and coordinate activities for Fridays during House. These will include but are not limited to in-House activities, in-House neighborhood activities, whole school activities, assemblies and larger “field day” type activities in order to foster a positive school culture. In addition, transition activities, like CORE, will be facilitated by this leader and team. All meeting notes and team recommendations should be organized in a shared google folder for staff to access and discuss.

5. RMS Culture of Respect

Description: If we are thoughtful regarding our school wide expectations and the transitional opportunities for students, then our students will be more comfortable with expectations and climate at our school. This leader will lead a team that develops and implements a common language/framework to be used by all staff in establishing and reinforcing school-wide behavioral expectations in classrooms and common areas. A common language/framework will increase consistency in reinforcement of expectations and allow RMS staff members to strengthen Roosevelt’s tier 1 level of support. By providing all students with a consistent level of support in meeting expectations in

classrooms and common areas, fewer students should require additional support at the tier 2 & 3 levels. To further support a high quality tier 1 level of support, RMS seeks to create a set of common instructional practices and classroom procedures to be implemented by all teachers. In addition, RMS believes that implementing a thoughtful transition from elementary to middle school will ensure that incoming students are supported as they enter RMS and throughout their first year. All meeting notes and team recommendations should be organized in a shared google folder for staff to access and discuss. This leader will lead a team that focuses on maintaining RMS's culture of respect. Responsibilities include:

- i. Develop and implement a common language/framework around school wide expectations to be used in classrooms and common areas.
- ii. Coordinate the teaching of school wide expectations at the outset of the year and refreshers throughout the year.
- iii. Interface with the RMS Data Team to use data to guide where and when the team intervenes.
- iv. Coordinate the RMS attendance intervention
- v. Facilitate development of building wide common instructional practices & classroom procedures

6. AVID and WICOR

Description: This leader will be the Site Coordinator for AVID at Roosevelt and host team meetings to support the AVID elective and AVID school wide. The leader should be strong at planning and facilitating professional development in WICOR strategies, as well as communicating the AVID program and processes of the AVID elective class. All meeting notes and team recommendations should be organized in a shared google folder for staff to access and discuss.

Selection of Leaders

1. Per the 4J District and EEA Agreement, the "...schools and departments work collaboratively with the administrator and propose to JCAC a leadership structure and compensation structure for unit members."(Article 5.5.8 a). In addition, the approval can be "consensus or formal approval by secret ballot of at least 75% of the license staff members voting at the site and approval of the site administration" (Article 5.5.8 a).
2. In other words, the licensed staff collaborates with administration to make the plan; the administrator approves and sends to JCAC for final approval.
3. Leaders can be selected during the creation of the plan or after, but the plan will be submitted in the fall to JCAC for approval.
4. The Roosevelt staff believes in a rotation of teacher leadership positions over time. In order to support this, the staff would like for the selection of teacher leaders to be on a two year cycle to maximize and diversify the voices of leadership in the building.