

Figure 4.5: Sample Collaboratively Developed, Learning-Aligned Position Description for a Building Learning Coordinator

The position of Building Learning Coordinator is of critical importance as our district continues to sharpen its focus on improving student learning levels by implementing professional learning community practices and concepts. The educators who fill these positions will work side by side with the principal and closely with teacher teams, coordinating with the team leader. The Building Learning Coordinator will report directly back to the building principal.

The primary function of this position is to **enhance student learning** in the assigned building. To this end, candidates must have a **demonstrated record of exceptional teaching skills as reflected in the learning levels of their students, as well as the recognition and respect of their peers**. Simply put, each Building Learning Coordinator must be widely viewed as an exceptional teacher and command the respect of those with whom he or she will work. The Building Learning Coordinator's professional behavior must support all aspects of the district direction.

The Building Learning Coordinator will work with teacher teams to review student learning data, analyze student work, lead teams in reflective practice, share with individual teachers and teams proven best practices for enhancing student learning, and assist teams in setting and achieving learning-based SMART goals. **The Building Learning Coordinator will ensure that teams focus on the critical questions of learning in a manner reflective of the highest quality.**

Building Learning Coordinators will also focus on **improving the effectiveness of each team**. Recognizing that teams, like students, learn at different rates and in different ways, Building Learning Coordinators will model differentiated teaming, much like teachers who successfully implement differentiated instruction in classrooms. Building Learning Coordinators must understand how effective teams function and how to enhance the capacity of teams. In short, Building Learning Coordinators working side by side with their principal and are responsible for **helping each team function more efficiently and effectively**.

Recognizing that professional development in a school that functions as a professional learning community differs significantly from more traditional schools, the Building Learning Coordinator will **work with each team to assess the professional development needs and assist the principal in developing a professional development plan for the school**. The principal will then present the school's needs and plans for professional development to the Deputy Superintendent for Teaching and Learning.

Building Learning Coordinators must demonstrate leadership skills. These include the ability to facilitate groups of adult learners, build relationships with the building staff, and manage conflict when necessary to move the group forward. Excellent technology and interpersonal skills are essential. Building Learning Coordinators must work well with others, possessing the skills to work with a variety of groups and individuals, while at the same time demonstrating results. They must be a model for adult learning, constantly seeking out best practices in teaching and learning. Simply put, Building Learning Coordinators must be students of teaching.

*Source: White River School District. Used and adapted with permission.*