

# **ILED - Elem/Middle Schools**

**Related positions are contingent on board approval.**

The *Instructional Leadership Executive Director (ILED)* is a key executive position critical to the acceleration of improved student outcomes across City Schools, through the support and supervision of principals as instructional leaders across a portfolio of 10-15 schools located in one distinct geographic community. The ILED represents the district as the lead instructional executive in the community and strives to create a culture of rigorous learning with increased outcomes for all students, rooted in the mission to eliminate disparities in achievement and to ensure college and career readiness for all students.

## **Essential Functions**

### **Establishing and Sustaining a Network Culture that Focuses on Instruction and Equity**

- Cultivates a network-wide awareness that *the* core function of staff is enabling all students to achieve high standards.
- Unifies divergent views of students, school leaders, staff, parents, and community members into a cohesive vision for instruction and student success.
- Articulates clear theories of pedagogy and organizational growth aligned with City Schools' vision.
- Engages with individuals from diverse backgrounds through a lens of cultural proficiency, sensitivity and equity, minimizing confrontational or strained relations and maximizing community cohesion and positive interpersonal relationships with stakeholders.
- Establishes a culture of inquiry and mutual accountability within and across networks, as well as with central offices, toward the goal of supporting principal effectiveness, learning, and growth.
- Develops clear, specific, measurable, and ambitious performance goals and assesses the progress of network schools and initiatives for growth aligned to those targets.
- Imparts a widespread understanding that the work of all staff will be assessed in an effort to aid in continuing improvement of instructional practice.
- Supporting and Supervising Principals as Instructional Leaders and Talent Managers

- Maintains constant contact with schools, spending approximately 80% of his/her time in school buildings engaging in professional learning with principals and school teams.
- Assesses carefully the pedagogical and programmatic plans of all network schools, helping principals to set key objectives and measurable benchmarks that are coherent, aligned, data-driven, and address the learning needs of all students.
- Focuses the principal's work on student outcomes and teacher effectiveness in balance with operational demands.

**Supports principals in identifying and implementing content, programs, and initiatives that are research-based, data-driven, vertically aligned and meet the rigor and requirements of district, state, and national standards.**

- Utilizes multiple data-based indicators to inform, drive change, and assess progress in both leadership and instructional practices aligned school performance goals.
- Utilizes data to assess the effectiveness of staffing patterns, student grouping plans, scheduling, and organizational structures in attaining desired student outcomes.
  - Conducts regular formal and informal classroom observations aligned to student achievement and strategic goals aligned to City Schools Instructional Framework.
  - Conducts principal evaluations and observations aligned to City Schools Leadership Framework.
  - Supports principals in identifying and leveraging talent within their school.
  - Provides tools, protocols, and professional development opportunities to strengthen principals and school teams in their ability to support instructional practice.
  - Provides support, coordination, and approval for school-based systems and operations, such as school budgets, to ensure alignment with school's data, priorities, and goals.

**Liaising with Central Office Departments**

- Collaborates with Central Office departments to build support systems and lead schools to resources necessary to meet their needs.
- Assists with the recruitment, selection, and matching of principal candidates within the district.

- Assists in the creation and refinement of City Schools evaluative and support frameworks, tools, and professional growth opportunities.
- Provides feedback from schools to central offices to inform district-level policy and practice.

### **Skills/Knowledge/Qualities**

- Demonstrates a firm understanding of City Schools' strategic plans, goals, and theories of action.
- Understands the Community Network and portfolio approach used to support City Schools.
- Brings a sophisticated understanding and ability to apply theories of and effective practices for: student learning, growth and development; differentiated instructional strategies; and academic standards and accountability systems.
- Demonstrates effectiveness in using data from multiple sources, qualitative and quantitative, to support academic and personal student outcomes.
- Operates with a nuanced understanding of how school-level operations and systems are implemented and interact to achieve school and student goals.
- Approaches complex issues and decision making as a "systems thinker" - showing strong analytic and problem-solving skills and offering innovative solutions to challenges.
- Effectively prioritizes and responds quickly to competing demands, especially in times of crisis.
- Engages in, and seeks engagement with, diverse stakeholders to build consensus and effectively address challenges.
- Approaches their role with a personal sense of accountability for the success of the larger group.
- Actively listens to and effectively interprets others' motivations and perceptions.
- Motivates, inspires, and moves others to action and to achieve ambitious goals.
- Demonstrates skill in building, managing, and developing a team by distributing leadership and leveraging each person's talent and skills.
- Establishes clear goals, expectations, deliverables, deadlines, and metrics for success.
- Sets clear agendas and facilitates effective in-network and cross-network meetings.

- Brings a high standard of ethics, honesty, and integrity in all professional matters.
- Brings considerable knowledge of research-based school improvement strategies, legal mandates and regulations governing the provision of K-12 education, and current issues facing education.
- Performs and promotes all activities in compliance with equal employment and nondiscrimination policies; follows federal laws, state laws, school board policies and the professional standards.

### **Desired Qualifications**

- Master's degree from an accredited college or institution;
- Maryland State Department of Education (MSDE) Advanced Professional Certificate, with an endorsement as Principal/Supervisor or Administrator I and II.
- Demonstrated ability to take initiative and exercise swift decision-making, grounded in sound judgment and understanding of nuanced circumstances focused on an unwavering commitment to the diverse learning needs of students.
- Demonstrated success in implementing culturally relevant pedagogy and ability to support principals leading diverse learning communities.
- Proven results building capacity in complex organizations undergoing change.
- Track record of achieving measurable gains in student achievement resulting from effective leadership.
- Demonstrated success in identifying, growing, and leveraging the potential of staff and teams.
- Minimum of 5 years of experience working in public schools, with at least three years as a school leader or in a position with responsibility for school-based instruction in urban settings.
- Excellent verbal and written communication skills; including proficiency in the use of computer applications (including Microsoft Office products), email, and mobile technologies.

### **Full time or Part Additional Details**

Qualified candidates for the above position must submit the following:

- Completed online application

- Resume that clearly demonstrates the above minimum qualifications. It is important that you include all experiences and education related to the position to which you are applying.
- Upload copies of all transcripts -undergraduate, graduate and all MSDE Certifications
- Must provide three (3) professional references to include: name, title, business address, e-mail address and phone number
- All documentation/certification necessary (scanned copies accepted) to substantiate minimum qualifications; must be uploaded into application
- All documentation must be scanned and uploaded to application

Benefits -- This position is eligible for benefits. To review the available options please see the information relevant to the union for this position by viewing the following link: <http://www.baltimorecityschools.org>

Baltimore City Public Schools does not discriminate on the basis of race, color, ancestry or national origin, religion, sex, sexual orientation, gender identity, gender expression, marital status, disability, veteran status, genetic information, or age in its employment, programs and activities and provides equal access to the Boy Scouts of America and other designated youth groups. For inquiries regarding the nondiscrimination policies, please contact Equal Opportunity Manager, Title IX Coordinator Equal Employment Opportunity and Title IX Compliance Office 200 E. North Avenue, Room 208 Baltimore, MD 21202; 410-396-8542 (phone); 410-396-2955 (fax).

**This position is not affiliated with any bargaining unit.**

**This position is affiliated with the City Retirement Plan.**