



P O Box 2050
Buckley, WA 98321

Phone 360-829-0600 Fax 360-829-3894
TDD Relay Service – 1.800.833.6388
Email superintendent@whiteriver.wednet.edu

JOB TITLE: BUILDING LEARNING COORDINATOR (BLC)

JOB SUMMARY: The position of Building Learning Coordinator is of critical importance as the White River School 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 alongside the principal and closely with teacher teams, coordinating with the team leader.

QUALIFICATIONS: **This position is only open to current White River School District certificated employees. One position is available at each school location.** They must have a demonstrated record of exceptional teaching skills, as reflected in their students' learning levels and their peers' recognition and respect. Must be widely viewed as an exceptional teacher and command the respect of those with whom they will work. Professional behavior must support all aspects of the district's direction. Must demonstrate leadership skills.

ESSENTIAL FUNCTIONS:

- The primary function of this position is to enhance student learning in the building to which they are assigned.
- Coordinate and lead the work of the team leads and the building in partnership with the building Principal.
- 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.
- Enhance the capacity of their team to work interdependently to achieve common goals for which team members hold themselves mutually accountable.
- Ensure that teams focus on the critical questions of learning in a manner reflective of the highest quality.
- Focus on improving the effectiveness of each team, recognizing that teams, like students, learn at different rates and in various ways.
- Model “differentiated teaming” much like teachers who successfully implement “differentiated instruction” in classrooms.
- Must understand how effective teams function and how to enhance the capacity of teams.
- Work side by side with their principal and are responsible for helping each team function more efficiently and effectively.
- 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 District Leadership.
- Facilitate groups of adult learners, build relationships with the building staff, and manage conflict when necessary to move the group forward.
- Be a “student of teaching,” modeling, and constantly seeking best practices in teaching and learning.
- Serve on the District Learning Improvement Planning (DLIP) committee and the building Leadership team, and take turns serving on the Instructional Materials Committee (IMC).
- Attend workshops, classes, conferences, meetings, and other training as directed by the supervisor to meet requirements, enhance knowledge, safety, and security, collaborate with colleagues, etc.
- Perform such other tasks and responsibilities as may be assigned by the Principal and Superintendent.

WORK ENVIRONMENT/PHYSICAL DEMANDS: Daily work is generally performed in an indoor school classroom. Must have the use of sensory skills to effectively communicate and interact with students, other faculty, staff, and parents as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The position also entails significant walking, bending, standing, stooping, and possible physical interventions to maintain a safe learning environment.

REQUIRED KNOWLEDGE SKILLS AND ABILITIES

Knowledge is demonstrated in the subject matter for which they are expected to teach; understands the legislated, moral, and ethical framework within which they work; uses the programs of study to inform and direct planning, instruction, and assessment.

Skills and ability in organization, time management, task prioritization, and record keeping; skills in written and oral language with the ability to communicate respectfully, clearly, and concisely. Skills excellent in technology; possess skills that enable one to work well with others, with a variety of groups and individuals and at the same time demonstrating results are essential; identifying and responding to learner differences; plan for instruction, translating curriculum and outcomes into meaningful learning activities; create and maintain environments that are conducive to student learning and understand needs for physical, social, cultural and psychological security; teamwork skills to collaborate with the administration, colleagues, support staff and parent-teacher organizations; be strong managers who command respect and lead by example; strong organizational skills necessary to plan lessons for each class, week and semester; keep students on task and maintaining a well-ordered classroom; to organize papers, files and their own workload so they can grade and record/return papers in a timely manner; attention to details which is necessary to maintain accurate and up-to-date records.

Ability is required to maintain effective working relationships with staff, administration, and community in a variety of roles and positions; establish relationships with students built on respect and a steadfast belief in the ability to learn at high levels; and use a broad range of instructional strategies; create and enhance partnerships with parents that are purposeful and meaningful; identify and use relevant learning resources; to understand the importance of contributing, independently and collegially to the quality of the school; engage in assessing the quality of their teaching and career-long learning; understand their student's needs, abilities and learning styles and the various ways of teaching the subject matter.

WORK RELATIONSHIPS: Reports to the building Principal and/or Assistant Principal. Collaborates with other district staff. Regular interactions with students and parents.

UNION AFFILIATIONS: WREA

FLSA STATUS: Exempt

This job description, revised **04/2025**, is intended to describe the essential functions of the position, the level of knowledge, skills, and abilities typically required, and the scope of responsibility, however, it should not be considered an all-inclusive list of work requirements. Individuals may perform other related duties as assigned, including work in other functional areas, to cover absences or to relieve, to equalize work periods, or otherwise balance the workload within the location/district. Changes to the position description may be made at the discretion of the employer. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the position.

Employment with White River School District is on a conditional basis pending: an approved criminal background clearance through OSPI, which includes checks through the Washington State Patrol and Federal Bureau of Investigation; and completion of an Employment Eligibility Verification form (USCIS Form I-9) presenting proof of identity and employment authorization status.

The White River School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator, Sunday Ferris, sferris@whiteriver.wednet.edu, (360) 829-3823, Section 504/ADA Coordinator, Molly Lutz, mlutz@whiteriver.wednet.edu, (360) 829-3959, and Civil Right Compliance Coordinator Sunday Ferris, sferris@whiteriver.wednet.edu, (360) 829-3823. White River School District, P.O. Box 2050, Buckley, WA 98321.

I have read and understand and have received a copy of this job description. My signature acknowledges that I can perform the essential and other functions of this position with or without reasonable accommodations.

Employee Printed Name: _____

Employee Signature: _____ Date: _____