



Director of Learning Systems, Wilmington Learning Collaborative

Wilmington, Delaware, United States · Full time, Onsite

Description

The Wilmington Learning Collaborative (WLC) is a voluntary network of schools in Wilmington across multiple school districts. Currently composed of eight unique school communities representing three local public school districts, the WLC will serve approximately 3,000 students in grades PreK through 8th grade. The Collaborative's goal is to create consistency for students, empower educators, school leaders, and communities, and improve outcomes for students in City of Wilmington schools.

In the summer of 2023, the Council hired the inaugural Executive Director, Dr. Laura Burgos, to actualize the goal of the WLC. In the coming year, Dr. Burgos is looking to conduct a needs assessment of WLC schools and build a clear vision moving forward. She is establishing a leadership team that is equity-focused, future-oriented, and unapologetic in removing barriers to success for students and teachers. Her goal is to ensure that WLC schools have the resources, services, and relevant support needed to accelerate student achievement through investing in educator practice.

Summary of the Role

The Director of Learning Systems will report to the Executive Director, working with school-based Educator Leadership Teams (ELTs) to implement a cohesive model of strong Tier 1 instruction. This will include supporting school-based instructional leaders in increasing teacher capacity to: (1) deliver sequenced, standards-based instruction,

(2) design aligned formative assessments, (3) establish student learning goals, (4) and develop and maintain data dashboards that track student mastery of learning objectives. This person will work across WLC schools, leveraging both existing school/district expertise AND contracting external content experts to create a culture focused on strengthening Tier 1, whole-group and differentiated instruction. Collaborating closely with existing instructional coaches, content specialists, and PLCs, this person will identify pedagogical needs and coordinate opportunities for instructional modeling and additional professional learning support. Ultimately, this person will create a shared culture of data-informed decision-making, where educators prioritize high quality Tier 1 teaching, and decrease an over-reliance on Tier 2 and Tier 3 intervention support.

Scope of Work & Responsibilities

- Conduct an audit of existing curricular tools, standards-based instruction,



instructional models, and teaching practices across WLC schools.

- Work with teacher leaders, PLCs, ELTs, and other school-based teams of practitioners to design and implement a cohesive instructional infrastructure that includes, but is not limited to: 1) sequenced calendar of standard-based instruction, 2) monthly writing focus, 3) weekly reading skill and strategy, 4) formative assessment calendar, 4) a calendar of mock Smarter Balanced Assessment exercises, 5) data dashboard tracking student master of grade-level standards, 6) an approach to reteaching, and 6) teacher observation model.
- Collaborative with Executive Director and school and district leaders in conducting instructional walkthroughs and focused classroom observations to inform teacher professional development decisions.
- Make informed decisions around contracting and scheduling teacher professional development and in-classroom modeling based on student performance and teacher observation data.
- Communicate with instructional leaders across schools to ensure that expectations are clear and that questions are answered directly and transparently.
- Consult with the Executive Director, district liaisons, and school leaders to develop strategies and recommendations that will improve teacher practice.
- Under the direction of the Executive Director, interface extensively with the Delaware Department of Education (DDOE) to support WLC initiatives and provide expertise and recommendations to the WLC leadership team.
- Act as a liaison between the WLC and Educator Leadership Teams (ELTs); creating a cooperative working relationship between these teams across the WLC schools and with the WLC leadership team.
- Solicit proposals from external teaching training providers and prepare data-driven narratives to share with the Council, district partners, and school leaders that clearly indicate the rationale for such support.
- Develop and update key internal and external communications, presentations, fact sheets, and messages - in various multimedia formats - for the Executive Director and other key officials to use as needed to highlight the exemplary work and achievements of WLC schools through the implementation of defined teaching strategies.



Skills Critical for Success

Emotional Intelligence

- Comfort with delivering feedback to peers, partners, and other stakeholders, and sharing unpopular opinions.
- Able to read the room, navigating the competing interests and motivations of others, while acting with integrity in a politically complex environment.
- Maintain confidentiality when trusted with sensitive information, data, and background context.

Problem Solving and Decision Making

- Able to lead complex and difficult tasks transparently and effectively.
- Exhibit deep understanding of the intricacies of an urban school system and the political nature of the work, and the complexities of teaching and the tools/supports necessary to improve student outcomes.
- Analyze complex, nuanced data from multiple angles and exercise judgment in making critical decisions and communicate the implications to diverse audiences.
- Exhibit critical thinking skills with an ability to analyze data, identify trends and diagnose root causes; then establish goals, metrics for success, and track results.

Equity Lens

- Demonstrate belief that each student can achieve at the highest levels; hold self and others accountable for promoting high expectations for the academic achievement of WLC schools.
- Lead courageously and intentionally to seek the voices of marginalized and historically silenced communities to invite diverse input regarding decisions that impact stakeholders directly.
- Engage in transparent decision-making and share with stakeholders how their input informs district decisions.

What You'll Bring

- Advanced degree in education with a concentration in one or more areas of specialization, i.e. curriculum and instruction, mathematics education, early



childhood education, inclusive education.

- Minimum of five (5) years of full-time, paid, professional experience in a coaching and/or supervisor of instruction role, with significant responsibility for the design and implementation of teaching and learning models, for a public or private Agency.
- Experience working in a diverse, urban setting is required. Experience in a mid-sized metropolitan school district and/or state education agency is preferred.
- A proven record of success in instructional strategy development and tactical execution of establishing a data-driven teacher culture.
- Proven cultural-competence skills with a history of inclusive and relevant equity practices.
- Ability to navigate uncertainty and ambiguity in times of tremendous change, and to prioritize work efforts to achieve WLC mission.

Benefits

Salary range for this integral leadership position is \$110,000 to \$125,000 and commensurate with prior experience. In addition, a comprehensive benefits package will be included in the ultimate offer for the identified sole finalist. We look forward to discussing details with you as the interview process progresses.

Apply

Please email a resumé and compelling cover letter to wlcde@empowerschools.org. Your cover letter should detail how your values, aspirations, and experiences make you an ideal candidate for this work. Initial interviews will begin late October through early November.