

SAEL CORE ACADEMIC TEACHER JOB DESCRIPTION 2015-2016 School Year

Sierra Academy of Expeditionary Learning strives to create a learning community that empowers both teachers and students. Teachers are expected to maintain an ethic of excellence in their practice and to encourage their students to do the same. Through a passionate and dedicated commitment to the success of each and every student, SAEL teachers are responsible for creating a school environment that holds students to high academic and character standards while also supporting students to be able to achieve these expectations.

There are multiple openings in various core and elective subjects for the upcoming school year. Ideal candidates can straddle multiple subjects and disciplines with the ability to work with our team to craft a student-centered schedule and program. SAEL teachers need to see the potential in the possibilities of start up.

This job description is meant to provide structure to the responsibilities and accountability of this position. There may be additional responsibilities that a teacher undertakes or that are assigned as needs of students and of the school arise. Teachers report to the SAEL Administrator.

Based on the needs of the students and the school, SAEL Core Academic Teachers are responsible for:

OVERALL:

- Collaboratively creating and teaching their core subject matter for the grades and classes assigned by the SAEL Administrator
- Advising a CREW
- Fulfilling a major, school-wide Coordinator role
- Planning and teaching a week-long Intensive twice per year that is either Academic Support or Enrichment-based
- Planning and facilitating a one week SAEL in the Summer Program that is either Academic Support/Summer School or an Enrichment Camp
- Contributing to and supporting the development of SAEL
- Leading a Club at least once per week for at least one hour in an agreed upon extracurricular focus
- Taking on additional responsibilities and duties as assigned by the SAEL Administrator
- Working salaried hours (see attached schedule draft):
 - 8:45am – 4:15pm Monday – Thursday
 - 8:45am – 4:00pm Friday

IN DETAIL BASED ON THE FIVE KEY DIMENSIONS OF THE EL CORE PRACTICES:

Curriculum:

- Implementing the Core Practices and components of Expeditionary Learning
- Working with other SAEL Core Teachers on your grade level to plan two interdisciplinary learning expeditions per year using an agreed upon framework. Expeditions should be designed to teach core grade level knowledge and skills, rooted in Common Core/Next Generation/Applicable standards, and anchored by authentic and well-designed projects.
- Seeking and providing opportunities for meaningful fieldwork and service opportunities, along with the consultation with experts in Expeditions
- Working to help plan, develop, and refine grade level curriculum and a school-wide scope and sequence that addresses both national standards and locally relevant topics/content and motivates student learning.
- Developing strong long-range plans that align to the Expedition and the Standard/Target/Assessment (STA) Planner and sharing those plans with the SAEL Administrator, your grade-level teaching team, and students and families when appropriate
- Incorporating diversity issues and multi-cultural content into curriculum and instruction throughout the year in big and small ways and seeking to ensure that students see their culture(s) represented in curriculum and materials

Instruction:

- Working with inclusion staff to plan for and meet the needs of students with Individual Education Plans(IEPs) and English Language Learners(ELLs). Differentiating instruction and providing accommodations and supports as needed. Actively seeking to improve knowledge and skills to better address the needs of special education students and ELLs.
- Utilizing a workshop model as the main format for instructional time in order to keep whole group and lecture-style lessons to a minimum and student engagement to a maximum
- Implementing assessment for learning and checking for understanding strategies that actively engage students to become a consistent worker, speaker, and thinker in class
- Supporting student literacy (reading, writing, speaking, listening) and numeracy across the curriculum
- Assigning and providing homework strategically and with a sound purpose that supports student achievement, classroom instruction, and the reinforcement of essential skills

Assessment:

- Conducting ongoing assessment of student work using multiple assessment tools including anecdotal records, performance assessments with rubrics, exams, and individualized assessments as appropriate
- Using assessment data to plan for instruction and adjust instruction as it is happening in order to meet the needs of all learners
- Regularly analyzing student data to improve instruction, ensure equity, and make program recommendations and improvements

- Utilizing assessment for learning strategies for learning targets to engage students in assessing their own understanding and mastery
- Ensuring that each student has a portfolio that is developed throughout the school year to be presented at least twice per year at Student-Led Conferences
- Supporting the creation of the portfolio process and development
- Supporting students in their selection and reflection on student work for their portfolios
- Developing and revising clear criteria and standards for quality work with students based on Expeditionary Learning's definitions of high quality student work and regularly examining student work to ensure that it meets increasingly higher standards of quality
- Displaying student work documenting the process that went into creating the work by involving students in developing and creating these displays
- Planning exhibitions of student work at least twice per year for our Celebration of Learning to give students an opportunity to share their work with an audience of parents/guardians, other students, and community members
- Using the Jump Rope system and a mastery-based grading approach to assessment by keeping accurate, timely assessment data in Jump Rope for your records, the student portal, and the parent/guardian portal

Culture and Character:

- Planning, leading, and advising a daily CREW and collaboratively supporting the CREW orientation adventure experience
- Working with students and staff to create and uphold norms
- Being willing to participate in adventure, wilderness, and services experiences with students and staff
- Handling of character violations and appropriate discipline in the classroom to the greatest extent possible, and a willingness to engage in restorative justice practices
- Creating and maintaining a physically and emotionally safe environment for students through the modeling, practicing, discussing, and explicit teaching of the SAEL Character Traits: Integrity, Curiosity, Craftsmanship, Grit, Advocacy, and Collaboration
- Communicating respectfully with students, colleagues, families, and community members at all times by modeling, practicing and discussing respectful, unbiased and effective communication strategies
- Upholding and supporting the school-wide, collaboratively determined, restorative justice-based discipline policies and being willing to reflect on and take ownership of your own role in student disciplinary actions
- Documenting serious and less serious infractions to the policies and seeking help and support from colleagues and administrators when necessary
- Structuring a classroom environment that has clear expectations and management procedures and is developmentally appropriate, student-centered, print-rich, well-organized, and inspiring

- Engaging students in appropriate discussions of diversity and equity by using student observations, questions, actions and reactions as teachable moments
- Unpacking your own biases and privilege through self-assessment and reflection practices
- Being on time for classes, duties, team meeting and professional development activities.
- Communicating about and plan for absences in advance when possible with students, teaching partners, and the SAEL Administrator.
- Seeking to resolve conflicts with colleagues as soon as they arise and ask for support from other staff and administration when needed
- Maintaining a growth mindset

Leadership:

- Fulfilling a major, school-wide Coordinator duty as assigned by the SAEL Administrator
- Leading an after school Club at least once per week for at least one hour in an agreed upon extracurricular focus as determined by the needs of the students and of the school
- Seeking, planning, attending, and facilitating outreach and marketing efforts for SAEL in the greater community
- Upholding SAEL norms and standards of excellence at all times while at SAEL or representing SAEL
- Willing to respond in a timely manner to e-mails, voice mails, and calendar requests
- Working to create SAEL with a student-first, growth mindset-based approach to tasks and processes including, but not limited to our WASC accreditation, A-G class certification, Restorative Justice-based Discipline Policy, Expeditionary Learning Credentialing Process and annual Implementation Review, Charter renewal, Teacher Support and Accountability, SAEL Professional Development planning and facilitation, Data Inquiry and Analysis, LCAP creation, Expeditionary Learning Work Plan creation, etc.
- Striving to do more than you think possible

BASIC QUALIFICATIONS AND EXPERIENCE:

- Valid CA Single Subject Credential (or ability to obtain by August 2015)
- Demonstrated ability to work collaboratively with a team
- Demonstrated teaching success in implementing lessons using best instructional practices in a high school setting
- Willingness to attend Expeditionary Learning off-site staff development
- Willingness/desire to meet the substantial time demands to do this job well
- CPR/First Aide (or ability to obtain by August 2015)
- Successful DOJ clearance

IDEAL QUALIFICATIONS:

- Expeditionary Learning teaching experience, knowledge, and training
- Experience in structures that develop character in students
- Desire and ability to participate in adventure activities.
- Demonstrated abilities to communicate effectively with parents and other stakeholders

COMPENSATION AND DEVELOPMENT:

- Salary is commensurate with experience and certifications based on the SAEL Salary Step Schedule. Salaries are reasonably on par with the local district with some differences.
- On-going Professional Development with Expeditionary Learning including one-on-one technical assistance from EL staff, regional, and national training institutes.

APPLICATION PROCESS:

- If you are passionate about revolutionizing education with us, please reach out to Principal Erica Crane at ecrane@sierraacademy.net immediately with a resume and rationale for why you are interested in SAEL. The rationale can take any format, from the body of an email, a video, a list, an infographic, to a more traditional cover letter.
- Next steps would involve sending the application and completed packet (found on our website at www.sierraacademy.net) via email (PDFs) to Principal Erica Crane (ecrane@sierraacademy.net). No faxed, paper, or mailed applications of any form will be accepted.
- Complete application packets include:
 - Cover letter, résumé/curriculum vitae, copy of credentials, BA & MA transcripts (if applicable), three letters of recommendation, references, and (optional) any supporting evidence of excellence as an educator and/or professional in your field.

SAEL is an equal opportunity employer.

We don't discriminate on the basis of race, religion, color, gender, sexual orientation, age, national origin or disability.

JOB DESCRIPTION APPENDIX A

2015-2016 Calendar and Schedule as a DRAFT to consider:

Sierra Academy 2015/16 Calendar Year

July							August							September							October						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
			1	2	H	4							1			1	2	3	4	5					1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	H	8	9	10	11	12	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	PD	PD	PD	13	14	15	13	14	15	16	17	18	19	11	B	B	B	B	B	17
19	20	21	22	23	24	25	16	17	PD	19	20	21	22	20	PD	22	23	24	25	26	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			

November							December							January							February						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7			1	M	M	4	5						H	2		1	2	3	4	5	6
8	9	10	H	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	H	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	H	16	17	18	19	20
22	23	24	M	H	H	28	20	B	B	B	H	H	26	17	H	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	B	B	B	H			24	PD	26	27	28	29	30	28	29					
														31													

March							April							May							June						
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	PD	PD	PD	PD	17	18
20	B	B	B	B	B	26	17	18	19	20	21	22	23	22	23	M	M	26	S	28	19	20	21	22	23	24	25
27	S	29	30	31			24	B	26	27	28	29	30	29	H	31					26	27	28	29	30		

School Breaks and Holidays			
Aug 10-12, 2015	Professional Development Days	January 18, 2016	MLK Holiday
Aug 18, 2015	Professional Development Day	January 25, 2016	Prof Development Day
Aug 19, 2015	First Day of School	February 12 & 15, 2016	Presidents' Holidays
September 7, 2015	Labor Day Holiday	March 21-25, 2016	Spring Break
September 21, 2015	Professional Development Day	March 28, 2016	Snow Make Up Day
October 12-16, 2015	October Break	April 25, 2016	Non School Day
November 11, 2015	Veterans Day Holiday	May 24 & 25, 2016	SLCs (Minimum Days)
November 25, 2015	Student Minimum Day	May 27, 2016	Snow Make Up Day
November 26-27, 2015	Thanksgiving Holiday	May 30, 2016	Memorial Holiday
December 2 & 3, 2015	SLCs (Minimum Days)	June 6-10, 2016	Spring Intensives
December 14-18, 2015	Fall Intensives	June 10, 2016	Last Day of School
Dec 21, 2015 - Jan 1, 2016	Winter Break	June 13-16, 2016	Prof Development Days

Key to Symbols	
B	- School Break
H	- Holiday
M	- Minimum Day
PD	- Professional Development
S	- Snow Day

End Dates	
1st Quarter:	10/9/2015 (36 Days)
2nd Quarter:	12/18/2015 (42 Days)
3rd Quarter:	3/18/2016 (51 Days)
4th Quarter:	6/10/2016 (51 Days)

180 Student
Instructional Days

Sierra Academy Bell Schedule 2015-2016

Monday		Tuesday - Thursday	
Opening Circle for Teachers	8:45	Opening Circle for Teachers	8:45
Period 1	9:00 - 10:19	Period 1	9:00 - 10:19
Period 2	10:23 - 11:42	Period 2	10:23 - 11:42
Lunch	11:42 - 12:23	Period 3: Crew	11:46 - 12:23
Period 3: Crew	12:23 - 12:50	Lunch	12:23 - 12:50
Period 4	12:53 - 2:12	Period 4	12:53 - 2:12
Period 5	2:16 - 3:35	Period 5	2:16 - 3:35
Office Hours	3:35 - 4:05	Office Hours	3:35 - 4:05
Dismissal	4:05 - 4:15	Dismissal	4:05 - 4:15
Friday		Minimum Day*	
Period 1	9:00 - 9:55	Period 1	9:00 - 10:33
Period 2	9:59 - 10:54	Period 2	10:37 - 12:10
Lunch	10:54 - 11:21	Lunch	12:10 - 12:30
Period 3	11:25 - 12:20	Dismissal	12:30 - 12:40
Period 4	12:24 - 1:19	*5 Minimum Days	Wednesday, Nov. 25th <u>Student Led Conferences:</u> December 2nd & 3rd May 24th & 25th
Community Meeting	1:20 - 1:50		
Dismissal	1:50 - 2:00		
PD for Teachers	2:00 - 4:00		