

## SAEL Teacher Job Description 2018-2019 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.

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 small high school programs.

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 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 or teaching additional subject areas as needed
- Planning and teaching Intensives twice per year that are either Academic Support or Enrichment-based
- 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):
  - 9:05am – 4:35pm Monday-Thursday
  - 9:05am – 4:05pm 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

*SAEL is an equal opportunity employer. We do not discriminate on the basis of race, religion, color, gender, sexual orientation, age, national origin or disability.*

## Job Description Appendix A 2018-2019 Calendar **AS REFERENCE**

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	3	H	5	6	7				1	2	3	4							1		1	2	3	4	5	6
8	9	10	11	12	13	14	5	PD	PD	PD	PD	PD	11	2	H	4	5	6	7	8	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	PD	PD	15	16	17	18	9	10	F	12	13	14	15	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	PD	18	19	20	21	22	21	B	B	B	B	B	27
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
														30													

  

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						1			H	B	B	B	5					1	2		
4	SLC	SLC	SLC	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	H	13	14	15	16	17	9	10	11	12	13	14	15	13	14	F	16	17	18	19	10	11	12	13	14	H	16
18	19	20	B	H	H	24	16	17	18	19	20	21	22	20	H	22	23	24	25	26	17	H	19	20	21	22	23
25	26	27	28	29	30		23	B	H	B	B	B	29	27	PD	29	30	31			24	25	26	27	28		
							30	B																			

  

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		1	2	3	4	5	6				1	2	3	4						1	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	SLC	SLC	SLC	15	16	14	B	B	B	B	B	20	12	S	14	15	16	17	18	9	10	PD	PD	PD	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	B	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	S	30					26	H	28	29	30	31		23	24	25	26	27	28	29
31																					30						

School Breaks and Holidays			
August 6-10, 2018	Professional Development Days	January 21, 2019	MLK Holiday
August 13-14, 2018	Professional Development Days	January 15, 2019	All Family Meeting
<b>August 15, 2018</b>	<b>First Day of School</b>	January 28, 2019	Prof Development Day
September 3, 2018	Labor Day Holiday	February 15 & 18, 2019	Presidents' Holidays
September 11, 2018	All Family Meeting	March 12-14, 2019	Student Led Conferences
September 17, 2018	Professional Development Day	April 15-19, 2019	Spring Break
October 22-26, 2018	October Break	April 29, 2019	Snow Day Make Up
November 5-7, 2018	Student Led Conferences	May 13, 2019	Snow Day Make Up
November 12, 2018	Veterans Day Holiday	May 27, 2019	Memorial Holiday
November 21-23, 2018	Thanksgiving Holiday	May 28 - June 7, 2019	Spring Intensives
December 10-20, 2018	Fall Intensives	<b>June 6, 2019</b>	<b>Last Day of School</b>
Dec 21, 2018 - Jan 7, 2019	Winter Break	June 7, 2019	Graduation@Miner's Foundry
		June 11-13, 2019	Prof Development Days

Key to Symbols	
B	- School Break
F	- All Family Meeting
H	- Holiday
PD	- Professional Development
SLC	- Student Led Conferences
S	- Snow Day

End Dates	
1st Semester:	12/21/2018 (82 days)
2nd Semester:	6/6/2019 (96 days)

Days Calculated
178 Student Instr Days

65,005 Instructional Minutes  
143 Regular School Days, 35 Fridays

## Job Description Appendix B 2018-2019 School Schedule **AS REFERENCE**

### Sierra Academy 2018-19 Bell Schedule

Monday - Thursday	
Opening Circle for Teachers	9:00
Period 1	9:20 - 10:40
Period 2	10:43 - 12:03
<b>Lunch</b>	12:06 - 12:36
Period 3	12:36 - 1:56
Period 4	1:59 - 3:19
Period 5: Crew	3:21 - 3:51
Office Hours	3:51 - 4:30
Dismissal	4:30

Fridays	
Opening Circle for Teachers	9:00
Period 1	9:20 - 10:05
Period 2	10:08 - 10:53
Period 3	10:56 - 11:41
<b>Lunch</b>	11:41 - 12:11
Period 4	12:11 - 12:56
Community Mtg	1:00 - 1:33
Dismissal	1:33
PD for Teachers	1:45 - 4:00

Student Led Conferences	
Opening Circle for Teachers	9:00
Period 1	9:20 - 9:59
Period 2	10:02 - 10:41
Period 3	10:44 - 11:22
Period 4	11:25 - 12:03
<b>Lunch</b>	12:03 - 12:33
Period 5: Crew	12:33 - 1:33
Student Led Conferences	1:33 - 4:30
Dismissal	4:30

Student Led Conferences Dates	
1st Semester:	November 5, 6 & 7, 2018
2nd Semester:	March 12, 13 & 14, 2019

65,005 Instructional Minutes

## Job Description Appendix C 2019 - 2020 School Year

<NAME> will be responsible for:

- Collaboratively creating and teaching their core subject matter for the grades and classes assigned by the SAEL Administrator

Grade(s)	9 - 12
Subject(s)	

- Advising a CREW

Grade	9
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- Fulfilling a major, school-wide Coordinator role

Coordinator Role	TBD
Description	TBD

- Planning and teaching Intensives twice per year that are either Academic Support or Enrichment-based

Intensive (Fall)	TBD based on student need
Intensive (Spring)	TBD based on student need

- Contributing to and supporting the development of SAEL
- 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

Club	TBD
Description	TBD

- Taking on additional or different responsibilities and duties as assigned by the SAEL Administrator based on the needs of the students and of the school
- Participation in school events:
  - Two (2) All Family Meetings
  - Student Led Conferences in the Fall and in the Spring
  - Two (2) 9th Grade Orientations
  - One (1) Info Session
- Working salaried hours (see attached schedule draft):
  - 9:05am – 4:35pm Monday-Thursday
  - 9:05am – 4:05pm Friday
- Working contracted days on-site (see attached calendar draft):
  - At least 64,800 minutes usually distributed over 178 regular school days
  - Graduation Day
  - 10 Professional Development days paid per hour