



505 Main St, Nevada City, CA 95959 • www.sierraacademy.net • 530-268-2200 • SAELinfo@sierraacademy.net

SAEL Teacher Job Description

2021 - 2022 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.

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 subject matter for the grades and classes assigned by the SAEL Administrator
- Contributing to and supporting the development of SAEL
- Taking on additional responsibilities and duties as assigned by the SAEL Administrator
- Fulfilling the duties as described in the Job Description which is subject to change based on the needs of the students and school as assigned by the SAEL Administrator

PHYSICAL REQUIREMENTS:

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit and run. While performing the duties of this job, the employee may push or lift up to 40 lb. such as boxes of supplies. The employee is directly responsible for safety, well-being, or work output of students. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and staff.

WORK ENVIRONMENT:

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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.

APPENDICES:

- Job Description Appendix A -- Calendar
- Job Description Appendix B -- Bell Schedule
- Job Description Appendix C -- Individualized Job Description

APPENDIX A: Typical Calendar for Reference:

Sierra Academy

2021/22 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	3	1	2	3	4	5	6	7	5	H	7	8	9	10	11	3	4	5	6	7	8	9
4	H	6	7	8	9	10	8	9	PD	PD	PD	13	14	12	13	F	15	16	17	18	10	11	12	13	14	15	16
11	12	13	14	15	16	17	15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	B	B	B	B	B	23
18	19	20	21	22	23	24	22	23	24	25	26	27	28	26	PD	28	29	30			24	25	26	27	28	29	30
25	26	27	28	29	30	31	29	30	31												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	SLC	SLC	SLC	5	6				1	2	3	4							1			1	2	3	4	5
7	8	9	10	H	12	13	5	6	7	8	9	10	11	2	3	4	5	6	PD	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	PD	15	13	14	15	16	17	H	19
21	22	23	B	H	H	27	19	B	B	B	H	H	25	16	H	18	19	20	21	22	20	H	22	23	24	25	26
28	29	30					26	B	B	B	H	H		23	24	25	F	27	28	29	27	28					
													30	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	S	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	B	B	B	B	B	16	15	16	17	18	19	20	21	12	13	PD	PD	PD	17	18
20	21	22	23	24	25	26	17	18	19	20	21	S	23	22	S	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	SLC	SLC	SLC	S	30	29	H	31					26	27	28	29	30		

School Breaks and Holidays			
August 10-12, 2021	Professional Development Days	January 7 & January 14, 2022	Prof Development Days
August 16, 2021	First Day of School	January 17, 2022	MLK Holiday
September 6, 2021	Labor Day Holiday	January 26, 2022	All Family Meeting
September 14, 2021	All Family Meeting	February 18 & 21, 2022	Presidents' Holidays
September 27, 2021	Professional Development Day	April 11-15, 2022	Spring Break
October 18-22, 2021	October Break	April 26-28, 2022	Student Led Conferences
November 2-4, 2021	Student Led Conferences	May 30, 2022	Memorial Day Holiday
November 11, 2021	Veterans Day Holiday	June 9, 2022	Last Day of School 1:30 dismiss
November 24-26, 2021	Thanksgiving Holiday	June 10, 2022	Graduation
December 20-31, 2021	Winter Break	June 14-16, 2022	Prof Development Days

Key to Symbols		End Dates		Days Calculated	
B	- School Break	1st Semester:	12/17/2021 79 Days	178	Student Instruction Days
F	- All Family Meeting	2nd Semester:	6/9/2022 99 Days		
H	- Holiday				
PD	- Professional Development				
SLC	- Student Led Conferences				
S	- Emergency School Closure Day*				

* If there are no school closure days earlier, these dates may be non-school days

APPENDIX B: Typical Bell Schedule for Reference:



Sierra Academy 2021 - 2022 Bell Schedule

Monday - Thursday	
Opening Circle for Staff	9:05
Period 1	9:20 - 10:40
Period 2	10:43 - 12:03
Lunch	12:06 - 12:36
Period 3	12:36 - 1:56
Period 4	1:59 - 3:19
Period 5: Crew	3:22 - 3:56
Office Hours	3:56 - 4:30
Dismissal	4:30

Fridays	
Opening Circle for Staff	9:05
Period 1	9:20 - 10:05
Period 2	10:08 - 10:53
Period 3	10:56 - 11:41
Lunch	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 Staff	9:05
Period 1	9:20 - 9:59
Period 2	10:02 - 10:41
Period 3	10:44 - 11:22
Period 4	11:25 - 12:03
Lunch	12:03 - 12:33
Period 5: Crew	12:33 - 1:33
Student Led Conferences	1:33 - 4:30
Dismissal	4:30

APPENDIX C: Individualized Job Description