

## **TITLE: Upper School Humanities Teacher (English Language Arts & Social Studies)**

### **QUALIFICATIONS:**

- Valid New Jersey Instructional Certificate and Early Childhood, Elementary Education/ Elementary School with Subject Matter Specialization Endorsement, Middle School Endorsement, or eligibility
- Demonstrated knowledge of effective teaching methods, developmentally-appropriate classroom activities, as well as data management/analysis
- Ability to create and sustain a positive, productive learning environment
- Strong interpersonal and communication skills
- Required criminal history background check and proof of U.S. citizenship or legal resident alien status
- Experience in EL Education preferred

### **EDUCATION**

- Bachelors from an accredited college or university in education discipline applicable to teaching assignment.
- Master's Degree preferred.

### **KNOWLEDGE, SKILLS, & ABILITIES**

- Knowledge of content as well as educational pedagogy
- Knowledge of data information systems, data analysis and the formulation of action plans.
- Knowledge of applicable federal and state laws regarding education and students.
- Ability to use computer network system and software applications as needed.
- Ability to organize and coordinate work.
- Ability to communicate effectively with students, families, peers, and school leaders.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships.
- Desire to engage professional learning

**REPORTS TO:** Principal

**SUPERVISES:** Students, and when assigned, student teachers and classroom aides

### **JOB GOAL:**

1. To deliver the approved academic instruction program, establishing a classroom environment that fosters academic achievement, social, emotional, and personal growth;
2. To facilitate student's develop of skills, attitudes, and knowledge needed to provide a sound foundation for continued education;
3. To maintain meaningful relationships with students, their families, and other staff members; and
4. To productively contribute to the school's culture and climate, ultimately supporting the mission and vision of the school.

## **POSITION OVERVIEW**

ECO Charter School teachers are responsible for planning and implementing our instructional program as well as effectively facilitating school-wide socio-emotional learning. Teachers work with students, families, colleagues, staff, and school leaders to achieve the ECO Charter School mission, vision, and strategic goals.

## **PERFORMANCE RESPONSIBILITIES:**

This job overview provides structure to the responsibilities and accountability associated with this position. There may be additional responsibilities that a teacher assumes or that are assigned as needs of students and/or needs of the school arise. Upper School Humanities teachers report to the Principal. Upper School Humanities teachers are expected to:

### ***Curriculum/Instruction***

- Implement the philosophies and core practices of EL Education with integrity.
- Plan challenging and engaging lessons and experiences designed to help students achieve content and curriculum standards for their grade level (outlined in ECO Curriculum Frameworks). Ensure that lessons have multiple entry points and support structures so that children with different abilities and learning styles are successful.
- Work with inclusion staff to plan for and meet the needs of students with Individual Education Plans (IEPs) and English Language Learners (ELLs).
- Differentiate instruction and provide accommodations and supports as needed. Actively seek to improve knowledge and skills to meet the needs of all learners.
- Make contributions to planning, developing, and refining the grade level course of study that addresses state and national standards and that motivates student learning.
- Develop accurate instructional plans including curriculum maps for English Language Arts and Social Studies. Provide plans to the Principal, as well as share plans with grade level team members. Provide students and their families with trimester and yearlong plans.
- Create and assign homework that reflects ECO's homework guidelines, that supports academic instruction, and that reinforces skills. Consider developmental age and individual student needs when developing and differentiating assignments. Communicate with families about homework and related expectations via Google Classroom.
- Consider the context of and incorporate diversity, equity and inclusion as well as multi-cultural content into course of study and instruction throughout the year in big and small ways. Ensure that all students see themselves represented in curriculum and materials.

- Develop and revise clear criteria and standards for quality work and regularly examine student work to ensure that it meets increasingly higher standards of quality.
- Display student work documenting the process that went into creating the work. Involve students in developing and creating displays.
- Plan exhibitions of student work at least two times per year to give students an opportunity to share their work with an audience of families, other students, and community members.

### ***Assessment/Accountability***

- Conduct ongoing assessment of student work using multiple assessment tools including anecdotal records, performance assessments with rubrics, unit tests, exams, projects, and individualized assessments as appropriate. Use assessment data to plan for instruction and to set short and long-range goals. Ensure collection and submission of data specified in the school's Assessment & Accountability Plan.
- Regularly analyze student data to improve instruction, insure equity and make program recommendations and improvements.
- Utilize assessment for learning strategies to engage students in assessing their own understanding and mastery. Involve students in using learning targets for this purpose.
- Ensure that each student has a portfolio with items outlined in the criteria for portfolio collection established by the teaching staff. Plan for portfolio collection and support students in selecting and reflecting on pieces for their portfolio. Work with the teaching team to coordinate the process.
- Maintain a folder for each student charting progress using agreed upon assessments and notations.

### ***Social Curriculum/School Culture***

- Plan and lead a daily morning meeting (Crew) based on an agreed upon structure. Involve students in leading and sharing at morning meeting. Incorporate team and trust building activities.
- Create and maintain a physically and emotionally safe environment for students. Communicate respectfully to students at all times. Model, practice and discuss respectful, unbiased and effective communication with students.
- Involve students in creating classroom norms. Establish and consistently apply logical consequences for not following them.
- Lead students to embody and actively-model Profile Characteristics

- Uphold and support school-wide discipline policies. Document serious and less serious policy infractions via the OnCourse system; seek help and support from colleagues and administrators as well as families when discipline concerns arise.
- Structure a classroom environment that is developmentally appropriate, student-centered, print-rich and well organized. Involve students in the care and maintenance of the room.
- Involve students in meaningful community service.
- Engage students in age appropriate discussions of diversity, equity, and inclusion. Use student observations, questions, actions and reactions as teachable moments to issues.

### ***Collaboration, Collegiality and Professionalism***

- Plan weekly with the grade level team to ensure consistency of program and curriculum implementation.
- Meet weekly with members of the Inclusion Team. Work and plan closely with Inclusion Team members to insure consistency and support for students with IEPs and English Language Learners.
- Be on time for classes, duties, team meeting and professional learning activities. Communicate about and plan for absences in advance with teaching partners, the Principal, and the Director of Operations.
- Seek to resolve conflicts with colleagues as soon as they arise. Seek support from the Principal and Head of School when needed.
- Make classrooms open to visits from other teachers, administrators, family members, prospective families and visitors in ways that are not disruptive to student learning. Involve students in welcoming visitors and communicating about the program.

### ***Professional Learning***

- Participate in Professional Learning (weekly, half day session, full day sessions, on-site, off-site, etc.) and contribute to sessions by sharing ideas and student work, offering feedback, and facilitating sessions and/or discussions.
- Participate in peer observation using protocols established and agreed upon by staff.
- Participate in a contracted two-week Summer Professional Learning Academy before students arrive in the fall.
- Seek out additional opportunities for professional learning that will lead to achieving personal and school-wide professional development goals.

### ***Parent Communication and Involvement***

- Prepare progress reports and report cards three times per year using the reporting procedures agreed upon by the teaching staff and the Principal. Collaborate as needed with other teachers.
- Conduct conferences with families three times per year for the purpose of sharing student work and for the purpose of making recommendations. Support students in progress with their family.
- Communicate with families weekly via Google Classroom. Contact regularly to share information about student progress; communicate immediately when concerns arise about student performance, work completion, and/or student behavior, health, etc.
- Involve family volunteers in the classroom in ways that meet the needs of the class and utilize the strengths, talents, and interests of volunteers.
- Keep families informed about classroom activities and course of study through on-going communication that includes weekly updates.
- Support families in understanding the instructional approach at ECO through regular communication. Assist with planning and facilitating at least one parent workshop per year.

### ***Other Professional Responsibilities***

- Attend and participate in school events.
- Check messages and e-mail daily and respond promptly (within twenty-four hours) to requests from families, school leaders and colleagues.
- Maintain an accurate and up to date record of student attendance and student participation in the school lunch program.
- Sign-in daily and keep up-to-date personal attendance data for tracking leave.
- Supervise students during lunch and recess times according to an agreed upon schedule.