

**Language Academy of Sacramento**  
**Job Description: Teacher (Certificated)**

**POSITION SUMMARY:**

Under the direction of the Academic Director (AD), the Teacher will plan, carry out, and evaluate instructional activities for both groups and individual students, as appropriate for the assigned segment and subject area(s).

**MAJOR DUTIES AND RESPONSIBILITIES:**

The Teacher is expected to provide educational leadership in:

**Domain 1: Progress and Student Achievement**

- 1.1 Ensuring the school's progress in meeting its long-term academic achievement goals
- 1.2 Conducting periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students, the school, and of No Child Left Behind are met.
- 1.3 Ensuring that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.
- 1.4 Regularly tracking and reporting students' progress to the Academic Director (i.e via report cards, ELD folders, periodic benchmark assessments in language arts and mathematics in Spanish and English)

**Domain 2: Quality Learning, Teaching and Assessment**

- 2.1 Delivering instruction in order to carry out the instructional vision and mission of the school.
- 2.2 Establishing clear objectives for all lessons and units, and achievement criteria for activities and projects, and clearly communicate those objectives and achievement criteria to students.
- 2.3 Implementing instructional activities that contribute to a climate in which students are actively engaged in meaningful learning experiences.
- 2.4 Providing a positive environment in which students are encouraged to be actively engaged in the learning process
- 2.5 Engaging and supporting all students in learning by using a variety an instructional strategies to respond to students' diverse needs. Using computers, audiovisual aids, and other equipment and materials to make content accessible to all students.
- 2.6 Preparing and administering grade tests and assignments in order to evaluate students' progress. Appropriately using formative and summative student assessment data to guide future lesson design and teaching (e.g., how to help students who did not achieve objectives). Often considering "teacher" or "the instruction" as a potential source of student difficulty.
- 2.7 Identifying, selecting, and modifying instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs. Incorporate effective strategies in planning and carrying out differentiated instruction to provide equal access to core curriculum for all students (i.e., EL, special education, gifted)
- 2.8 Providing intervention and enrichment as necessary to address students' specific needs- i.e. training Physical Education Teachers and Parent Liaison to assist in reading and math intervention programs.

**Domain 3: Quality of Curriculum**

- 3.1 Planning and implementing units, lessons and classroom activities in accordance with the California State Content Standards/LAS Year-Long Backwards Plan.
- 3.2 Submitting plans to the AD (adhering to the format and schedule identified by the AD), including but not limited to year-long backwards plans, and weekly lesson plans.
- 3.3 Participating in opportunities for staff to meet together to modify the curriculum in response to emerging performance data and the needs of the students

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3.4 Understanding and organizing subject matter by using adopted curriculum/materials and/or standards aligned resources to make subject matter accessible to all students

**Universal Domain 4: Management, Performance and Accountability**

- 4.1 Adhering to the California Standards for the Teaching Profession. Collaborating with other teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices
- 4.2 Supervising, evaluating, and planning assignments for teacher assistants, student teachers and volunteers as assigned by the Academic Director
- 4.3 Sponsoring extracurricular activities such as clubs, student organizations, parent workshops, science fair, reading night, and academic contests, as needed
- 4.4 Performing administrative duties such as assisting in school library, and yard and cafeteria monitoring
- 4.5 Actively participating in staff development and weekly meetings and peer review process
- 4.6 Consistently seeking, accepting, and utilizing constructive feedback for professional growth and being self-reflective regarding one's practice
- 4.7 Assuming responsibility for meeting the assigned class and school-wide student performance goals
- 4.8 Understanding the need to be discreet in sharing information with others
- 4.9 Consistently demonstrating ability to work collegially with colleagues as well as other school personnel and community members

**Universal Domain 5: School Culture**

- 5.1 Communicating a vision of continuous improvement and high academic expectations by scaffolding learning, posting rubrics and grade expectations and celebrating exemplary work
- 5.2 Ensuring sacred work and instructional hours and establishing office hours availability for constituents - minimum of 1 hour and maximum of 2 hours per week, at a time that is easily accessible for parents and LAS colleagues
- 5.3 Maintaining a culture of professionalism by ensuring the highest ethical and professional behavior standards via oral and written communications when working and socializing with students, parents, and school personnel
- 5.4 Supporting the school's master schedule that is driven by data and is strategically structured to support student learning needs
- 5.5 Demonstrating professionalism in personal appearance and behavior
- 5.6 Consistently exhibit respect, understanding, and sensitivity toward cultural heritage, community values, and individual aspirations of diverse students, families, and colleagues. Demonstrating strategies for overcoming possible biases.

**Universal Domain 6: Partnership with Parents and Guardians and the Community**

- 6.1 Meeting with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.
- 6.2 Providing students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their students' education.
- 6.3 Supporting the development of partnerships with leading educational and community organizations, both locally and nationally, to support, complement, and enhance the charter school's program. Collaborating and fostering relationships with internal and external stakeholders, including placement of university student teachers.
- 6.4 Supporting the Parent Liaison in training parent group to assist and volunteer in the classrooms and learn academic strategies to implement at home.

**Universal Domain 7: Charter Legislation and Policies**

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- 7.1 Demonstrating knowledge and support of the Language Academy of Sacramento’s mission, vision, policies and procedures, and charter petition.
- 7.2 Attending at least one Governing Board meeting per school year
- 7.3 Participating in a maximum of one board committee and one task force at a time. *Note: Elected Governing Board Teacher Representatives can only be members of one board committee and one ad-hoc committee and no task force in any given school year*
- 7.4 Participating in staff meetings, professional development trainings, and other related meetings
- 7.5 Attending 1 charter conference, training or workshop every two years or as assigned by the Academic Director. Maintaining current knowledge of requirements and guidelines related to assigned duties; attending conferences, reading journals/papers, taking courses, and attending workshops to remain current concerning trends in the education field
- 7.6 Preparing and delivering written and oral presentations on academic progress of assigned students, to the Governing Board, teachers, parents, and community groups

**Domain 8: Classroom Management and Organizational Skills**

- 8.1 Providing a clean, orderly, attractive and safe learning environment for students
- 8.2 Selecting, storing, ordering, issuing, and conducting inventory of classroom equipment, materials, and supplies
- 8.3 Effectively providing regular, positive feedback to students about behavioral expectations. Calm, clear, consistent, and fair in establishing/following through with consequences for behavior, stressing self management
- 8.4 Maintaining high standards of student conduct, including implementing LAS’s school-wide discipline plan
- 8.5 Establishing and enforcing rules and norms for behavior and procedures for maintaining order among the students for whom they are responsible. Effectively managing Students’ behavior in a variety of situations (e.g., small group, multiple small groups, whole group)

**ADDITIONAL JOB FUNCTIONS:** Performs other related work as required

**EDUCATION, CERTIFICATIONS, AND WORK RELATED EXPERIENCE:**

- 1. Bachelor’s degree, including all courses to meet credential requirement and/or certification in relevant subject area, from an approved institution is required.
- 2. Masters degree in Education or related field, preferred
- 3. Bilingual Cross-cultural Language and Academic Development (B-CLAD) certification or equivalent

**CHARACTERISTICS:**

Possess the following successful leadership characteristics:

- 1. Having high, clear expectation and ‘expecting a lot’;
- 2. Insisting on consistent implementation of policies, rules and procedures and modeling adherence to these;
- 3. Providing prompt; explicit feedback when standards and expectations are no met;
- 4. Being decisive and even courageous when necessary;
- 5. Insisting that teaching and learning make up the core purpose of the school and not letting anything get in the way of this purpose;
- 6. Modeling and setting a high standard for professional learning;
- 7. Challenging and moving people out of their comfort zones;

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8. Adopting and insisting on continual evaluation, evidence, planning, and action;
9. Possessing a vision for the future of the organization, communicating this and adhering to it; and
10. Possessing and demonstrating moral authority, professionalism and commitment.

**KNOWLEDGE AND ABILITY:**

- Operational knowledge of the Internet and web-related technologies
- Possesses strong oral and written communication skills in English and Spanish
- Works independently with little direct supervision
- Works as part of a team and initiate assistance when needed
- Accepts responsibility and is self-motivated
- Demonstrates strong work ethic to achieve academy goals
- Displays effective multi-tasking and time management skills
- Willing to learn, work hard, whatever it takes" attitude
- Value the effectiveness of a structured school-wide curriculum and pacing plans
- Act on the premise that every child can learn

**Please submit the following:**

- **Letter of Introduction**
- **Current Resume**
- **Copy of valid California Teaching Credential**
- **TB Clearance**
- **NCLB Certificate of Compliance**
- **Letters of Recommendation (minimum of two)**