



Job Title: Elementary Teacher

Wage/Hour Status: Exempt

Reports to: Principal

Pay Grade: BAC/ MAS

Dept./School: Roy Cisneros Leadership School for Boys

Date Revised: 05/2023

Mission:

CLS Founding Teachers will provide a personalized learning approach for each boy they serve focused on academic excellence and leadership development.

Outcomes:

- 100% of boys (special programs included) will read at or above grade level proficiency by the end of the academic year.
- 100% of boys (special programs included) will meet or exceed math proficiency levels through district and state assessments.
- 100% of boys will grow more than one year in math and reading by the end of the year.
- 100% of boys will complete a community service project.
- 100% of boys will develop a personalized leadership portfolio focused on college and career readiness.
- 100% of boys will articulate that their voice is heard in their class as determined by school surveys.
- 100% of boys will be on a leadership track to earn 1 to 3 high school credits by the end of 5th and 8th grade.
- Maintain 95% daily student attendance.

Competencies:

Mission Mindset for the advocacy of a single-gender education for boys and their leadership development in building self-confidence, agency, and empowerment to create a more gender equitable world.

Culturally and Gender Responsive educator that will utilize the cultural wealth that every boy brings with them to school and responds positively and constructively to bridge what the student knows to new concepts and content. In this practice, the teacher is reflective in developing the right mindset, engages in self-reflection, is and works toward becoming aware of their own implicit cultural and gender biases.

High Expectations for Accountability is personal and reflective of self and team contributions toward academic achievement. The understanding that the professional decision in teaching at a single-gender school for boys is a personal commitment to ensure that all boys achieve at a high level that sets them on the path toward college.

Collaboration Over Competition is evident in practice through collegiality among the team. Each member will hold high expectations for self and others to achieve and surpass academic goals. The words and actions of every educator that works with our boys is positive and shows a relentless belief that all will achieve growth and meet or exceed their grade level academic and leadership goals.

Reflective on daily lesson delivery, impact on student outcomes, and refinement in next day's lesson execution. Teachers reflect on strengths and growth areas regularly, and seek support, feedback, and mentors to improve. Teachers find challenges exciting and persist during challenges.

They demonstrate adaptability, innovation, and creativity to meet the goal and stay the course. Teachers are student-driven and actively seek new ways to close the gap and make no excuses.

Relationship Cultivators that seek to build relationships with students, staff, families, and community members. Each teacher will establish and maintain a cooperative working relationship with students and families based on trust, understanding, and respect for the communities in which they identify.

Primary Purpose:

We are looking for fearless teacher leaders, both female and male, that have an internal desire to be change agents in the lives of young boys. At Cisneros Leadership School for Boys, we advocate for the best single-gendered experience for boys through a personalized learning approach focused on an international baccalaureate curriculum, creating a leadership pathway for each boy we serve as they develop their identity is our daily mission. Each of our boys has a right to have a voice in their learning as a co-creator of their education. If you have a personal desire and professional commitment to be a champion for boys and have an internal call-in addressing gender equity and educational excellence, then we might be your village.

Qualifications:

Education/Certification

- Bachelor's degree from accredited university in early education or a related field
- Valid certification in the following: **Generalist EC-6/ EC-4**
- Demonstrated competency in the core academic subject area assigned
- Applicant must have satisfactory outcome of fingerprinting background check. Non-refundable fee (approximately \$50.00) paid by the applicant, before continuing within the process towards possible employment

Special Knowledge/Skills:

- Knowledge of core academic subject(s) assigned
- Knowledge of integration of technology
- Ability to instruct students and manage student behavior
- Strong organizational, communication, writing and interpersonal skills
- Ability to adjust and be flexible to a multitude of situations in the school environment

Experience:

- At least one-year student teaching or approved internship

Major Responsibilities and Duties:

International Baccalaureate Expectations

We expect every teacher to model the International Baccalaureate Learner Profile. Campus staff will demonstrate how to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. As such, all teachers serving at IB schools will be expected to

fulfill the following responsibilities in order to successfully implement the IB framework beginning next school year.

1. Teachers will plan together at least once a week for IB collaboration to include, but not limited to, unit plan writing, revision and reflection as well as the support of the students in their completion of the culminating projects. Teachers will continue to have the planning time as outlined by district guidelines.
2. Teachers will model and teach the IB Learner Profile and Approaches to Learning (ATL) Skills.
3. Teachers will report progress and conference with parents at the end of every unit as applicable, in addition to following the Edgewood ISD District Policy of grade reporting.
4. Teachers will use appropriate criterion-related assessment for IB grade reporting and grade recording.
5. Teachers will utilize current IB publications and/or subject guides as required for programme implementation.
6. Teachers will implement all requirements as outlined in the IB programme standards and practices.
7. Teachers will maintain a MyIB account and access the programme resource center regularly to support teaching and learning.

Content Knowledge:

1. Deeply understand the TEKS Frameworks for your grade and content(s), and how they align with the standards for the grade before and after yours.
2. Unpack units prior to the start of each unit (before beginning any lesson planning for that unit) in order to deeply understand the unit outcomes and the arc of learning required to meet outcomes, as well as to make strategic decisions when planning daily lessons.
3. Intellectually prepare at the lesson level in order to deeply understand the content that scholars need to grapple with and plan the most critical questions to increase heavy lifting for scholars. Attend all scheduled Intellectual Prep Protocols with your coach and colleagues.
4. Look at Student Work and analyze data daily, weekly, and after Interim Assessments to analyze and plan instructional next steps based on the data and respond to student data on a regular basis. Attend all scheduled Data Session protocols with your coach and colleagues.

Effective Delivery of Instruction:

1. Deliver instruction aligned with the Essentials of Effective Instruction rubric (T-TESS rubric) for your grade and content area, and specific school-wide pushes throughout the year.
2. Understanding and knowing that observation and coaching will be conducted daily in classrooms with the expectation that feedback will be executed consistently and result in positive student outcomes.

Planning and Assessment:

1. Intellectually engage in materials and finalize daily lessons by utilizing the curriculum resources.
2. Submit lesson plans by the given timeframe for the upcoming week of instruction. Teachers will make all necessary revisions based on feedback and post final lesson plans to software platform. Rehearse/ internalize lessons to ensure you are prepared to focus on students (listening to responses to questions, behavior, differentiation, etc.) during the lesson.

3. Monitor ongoing achievement data at the daily, weekly, unit, and district level to ensure all students, including students with IEPs, make ambitious academic progress each year and are on track to meeting academic goals in that content area.
4. In collaboration with the team program and families, create Tier 2 support plans and implement for students who are not making progress in Tier 1 instruction. In collaboration with the team program, Principal and families, create Tier 3 only if Tier 2 has been implemented with fidelity and is no longer working.
5. Set six-week SMART goals with grade level team to ensure that each student will meet the targeted outcomes for academic achievement.

Student Support:

1. Work to understand student IEPs and modify instruction or develop accommodations accordingly.
2. Proactively partner with the Assistant Principal, your coach, your Inclusion co-teacher, and the colleagues on your grade team to better understand student needs and effective supports for students.
3. Support students in setting 6-week academic and personal goals to support academic and leadership development. Conference weekly with students on collecting evidence as goals are tracked in their leadership notebooks.

Positive School Culture Leadership:

1. Model and uphold high expectations for behavior and character, in the classroom and throughout the school day.
2. Create and contribute to a school and classroom community that is joyful and rigorous and supports students to take risks.
3. Support and follow whole school routines and procedures.
4. Build strong and trusting relationships with all students that you teach. Speak about all students with respect and show all students' respect.
5. Establish expectations, procedures, and structures that allow students to learn with a sense of urgency. This includes developing minute by minute plans for classroom procedures and transitions (both transitions between classes and within a class) at the start of the year.
6. Align expectations and teacher actions to the school-wide culture vision (during the first 6 weeks of school and throughout the year) to push toward 100% consistently across the school.
7. Follow all school-wide systems for our students, including systems for behavior, attendance, homework, and any grade-wide systems developed to support students.
8. Attend all school and community events that showcase our students' academic and leadership development to include after school and weekend events.

Family Partnership:

1. View our parents as partners and communicate proactively with families around student progress. Make regular, positive contact (phone calls, texts, positive note home) to the families of all your students. Conduct a home visit for each of your students prior to the start of the school year and then again mid-year.
2. Proactively partner with families of students who are struggling academically or with behaviors to learn about their children, share updates, and strategize on supports.
3. Embody a "parents as partners" mentality by speaking with respect about our students' families and going above and beyond to build relationships with your students' families (ex. hosting

parent events with your grade team, sending classroom newsletters home, inviting parents into your classroom, etc.).

Professional Practice:

1. Always demonstrate professionalism by arriving on time to work, arriving on time to all meetings, and meeting all deadlines for lesson plans and assignments. Proactively reach out for more time if it is needed.
2. Communicate professionally and effectively with school leaders and fellow staff in order to work together positively.

Diversity, Equity, and Inclusiveness:

1. Demonstrate and work towards continuous self-improvement in the DEI competencies: Building knowledge of race and class inequities and their impact, self-awareness, engagement in courageous conversations / Interaction with parents, students and staff from different backgrounds.

Professional Learning:

1. Actively participate in PD sessions including fully engaging in practice and classroom implementation.
2. Actively engage in coaching meetings by taking on the heavy lifting, taking notes, and owning next steps for follow up.
3. Look for other opportunities for learning including readings, leveraging other strong teachers in and outside of the district, and attending external PDs.
4. Teachers will be required to attend training and planning outside of their regular work time. Each school will determine the dates and times. In future years, there may also be a one-week summer unit refinement and training.
5. Teachers will be required to attend the necessary IB training as well as any additional training to meet the IB goals of the campus. This could require time during the school year and summer. Some training may require travel.

Other:

1. Attendance at work is an essential job function.
2. Perform all other duties as assigned.

Supervisory Responsibilities:

- Supervise assigned teacher aide(s).

Tools/Equipment Used:

- Personal computer and peripherals; standard instructional equipment; Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors

Posture: Prolonged standing/walking; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting.

Motion: Frequent standing, stooping, bending, pulling, and pushing, walking, Sensory ability needs - significant; hearing, near vision, peripheral vision color discrimination, depth perception.

Lifting: Regular light lifting and carrying (less than 15 pounds); may lift and move textbooks and classroom equipment.

Environment: Work inside, may work outside; regular exposure to noise, frequent cold and heat.

Mental Demands: Maintain emotional control under stress; work prolonged or irregular hours; Regular district-wide travel to multiple work locations as assigned.

Edgewood Independent School District does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), age, national origin, disability, military status, genetic information, or on any other basis prohibited by law.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____