 **Boston Day & Evening Academy**

**A Horace Mann Charter School**

**Teacher Leader (ELA focus) Job Description**

**School Year 2018-19**

Boston Day and Evening Academy (BDEA) is seeking an extraordinary **Teacher Leader** to work in our school. BDEA is an innovative public high school whose mission is to serve students who are overage for grade level, many of whom have experienced life challenges that have impeded their education. Working with experienced faculty in an environment that blends strong academics and support, students are given the opportunity to earn a Boston Public Schools diploma and to reach their fullest potential through a competency-based curriculum that inspires critical and creative thinking, independent learning, and active citizenship. As a competency-based school, BDEA does not have grade levels. Our extended program, beginning at 8:00 am and running until 4:30 pm serves students with different academic needs up to age 23, including those who are being promoted from middle school without being academically prepared for high school; those who have dropped out of high school and have decided to return to earn a diploma, and those who are unable to attend regular school hours due to health issues, full time work and/or full time parenting obligations. The school employs 50 full and part-time staff to work with 405 students and is governed by an active Board of Trustees.

We are looking for an instructional leader who is committed to working with our students, who understands the lives of urban youth and who has a track record of working successfully with students who face academic and personal challenges. **The Teacher Leader will** work collaboratively with administration, teaching and student support staff to support students both academically and personally through academic classes, enrichment activities, and a daily advisory.

#### Responsibilities (tasks divided between two teacher leaders)

1. Provide supervision and evaluation for 9-12 BDEA instructional staff that encourages professional growth, peer observation, reflection and meets requirements and deadlines of Boston Public Schools.
2. Provide instructional leadership in the development of rigorous and relevant curriculum as well as find necessary resources to support teachers’ integration of research-based experiential and tech-supported learning practices. At times this position may teach one course a trimester for piloting new practices.
3. Support all teachers in their role as advisors. The role of advisor requires preparing and leading an advisory group each day, facilitating communication between the student, his or her family, other teachers, and the student support team, as well as monitoring student attendance, academic progress and overall student wellness.
4. In collaboration with head of school and co-lead teacher, advance the school’s instructional practice through the development of a robust professional development schedule for all staff, providing opportunity for both in-house and outside content-specific training for all staff.
5. Participate on the Administrative Leadership Team, co-facilitate the Instructional Leadership Team, and facilitate regular Department Head meetings.
6. Understand the implications of MCAS 2.0 on BDEA’s instructional practice and ensure that the school wide assessment system promotes performance-based assessments of academic competencies, student reflection, ownership of Habits of Mind and Habits of Success, and growth of student performance on MCAS 2.0.
7. Support staff’s capacity to use technology in the classroom, and whole school systems to be more efficient. Work with Director of Operations to support all technology advancements and staff technology request.
8. Continue creating and using data collection and analytical systems to inform our understanding of what success (academic, attendance/participation, student support) looks like at BDEA, considering our unique mission as a school for over-age students and our use of competency-based teaching and assessment.
9. Collaborate with BDEA’s data analyst to continue to develop BDEA’s *Connects* (Salesforce data platform) to ensure it is student and staff friendly.
10. In collaboration with co-lead teacher and director of advancement, promote BDEA’s dissemination of practice by leading workshops regionally and nationally or identify staff to lead workshops.
11. In collaboration with co-lead teacher and head of school, create the yearly academic calendar and trimester teaching schedule that best meets the needs of students and staff, ensuring equity and opportunity for creative teaching methodologies.
12. Support a school climate in which staff, students, parents, extended families, and the entire community can thrive, and develop a mutual sense of trust, participation, understanding and appreciation of diversity.
13. Co-lead the development and success of Project Month, Symposium, student and staff Portfolio Reviews.
14. Participate in weekly program and professional development meetings, Garden Day, Graduations and other community and all-school events.
15. Perform other duties as requested by Head of School.

**Terms: BTU Group I, Full-time**

As a Horace Mann Charter School, teachers and staff are paid a competitive salary in accordance with the Boston Public Schools. As a condition for employment, BDEA staff are required to sign an Election To Work Agreement (ETWA) annually, which details the terms and conditions for the work year at the school. While the school generally follows the BPS calendar, it requires additional planning time before, after or during the year, as agreed upon in the ETWA. The work schedule will be set by the staff member and the head of school according to school needs but will be 35hrs/week in accordance to teacher hours established in BDEA’s ETWA. Common planning time, program, department and committee meetings, and professional development take place on Wednesdays and Fridays, generally between 1:30-3:30pm. This position is expected to work (stipend) one or two weeks prior to staff starting.

**Qualifications**

***Required:*** *A successful candidate will …*

* Have a secondary content area certification in the State of Massachusetts, Humanities or ELA preferred. (see [www.doe.mass.edu](http://www.doe.mass.edu) for requirements)
* Complete BPS teacher evaluation training
* Have dual certification in Special Education and/or ESL
* Possess the core competencies of excellent teaching including charisma, compassion and intellectual curiosity
* Be able to interact with young people in a respectful and caring manner
* Be student/learning-centered and staff/learning-centered, committed to coaching staff and students towards success
* Commitment to designing, implementing and modeling a competency based curriculum
* Be able to assess student competency in multiple ways
* Create a learning environment where the teacher is coach and student is worker
* Have the ability to teach to multiple learning styles using a variety of methods
* Have a commitment to working with the families of our students and with parenting students
* Adhere to BDEA’s Non-Discrimination Policy (see below)

***Preferred:***

* Masters Degree a strong plus
* Prior work or volunteer experience with non-traditional students in an alternative setting
* Comfortable with a workshop and/or coaching approach to instruction
* Experience with any of the following: project-based learning, portfolio assessment, competency-based education, cooperative group work, integration of technology and cross disciplinary learning, expeditionary learning, alternative assessments and integrating school to career experiences into the curriculum
* A strong commitment to supporting reading, writing and problem solving across the curriculum
* A sense of humor

#### Application Procedure

Apply through Boston Public Schools’ Human Capital website: <http://www.teachboston.org>

*Boston Day and Evening Academy, in accordance with its non-discrimination and zero tolerance policy, does not discriminate in its programs, activities, facilities, employment and educational opportunities on the basis of race, color, age, disability, sex/gender, gender identity or expression, religious beliefs, national origin, ancestry, retaliation, sexual orientation, genetics or military status and does not tolerate any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work.*