

## Secondary Sustainability Science Teacher Grades 9-12

At New Roots Charter School, each teacher is an essential member of an interdisciplinary, grade-level team charged with providing students with meaningful educational experiences consistent with the school's mission, vision and charter as a model of education for sustainability and justice. To learn more about New Roots Charter School, visit our web site at [www.newrootsschool.org](http://www.newrootsschool.org).

### Essential Responsibilities

- Effectively instruct students in assigned content area(s) with the overall goal of engaging student learning.
- Work as part of interdisciplinary team and within content areas, planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
- Set clear short-term and long-term goals to drive instruction.
- Develop weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review student work.
- Consistently assess student progress, record results, and issue meaningful reports to inform parents of progress.
- Systematically collect and analyze data from diagnostic, formative, and summative assessments, and use this analysis to inform instruction and student intervention plans.
- Meet student performance goals as defined by the school, the school Accountability Plan, and individual student plans.
- Submit regular data reports to school leadership at requested intervals.
- Working individually, as a grade level team, and with the student support team, create and implement student intervention plans when a student shows any sign that he/she may be at risk of academic failure in one or more courses. Track and share data to demonstrate effectiveness of interventions, and modify interventions in response to that data.
- Maintain the school's student management policies and procedures (i.e. attendance records, etc.) and report to the school administrators when necessary.
- Maintain effective supervision and discipline in the classroom.
- Work with other teachers, support personnel and administrators to address and resolve student issues.
- Provide necessary accommodations and modifications for growth and success of all students.
- Participate in faculty and professional meetings, team meetings, task forces, educational conferences, and teacher training workshops.
- Facilitate an advisory group, acting as a mentor to students, developing advisory curriculum within established guidelines, coordinating communication between faculty members regarding students in the advisory, and serving as first point of contact for parents.

- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, attending and presenting at school events after hours, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- Encourages parental involvement in students education and ensures effective communication with students and parents.
- Ensures that student conduct conforms to the school's standards and policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- Coordinates with other professional staff members, especially within grade level, and participates in faculty meetings and committees.
- Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records.

#### **Additional Duties**

- Special projects and duties or tasks outside of primary teaching responsibility, and as assigned by the Principal or supervisor.
- **Note:** The above description is illustrative of tasks and responsibilities. It is not meant to be all inclusive of every task or responsibility.

#### **Equipment**

Uses standard office equipment such as personal computers, printer, copy and fax machines, and telephone.

#### **Travel Requirements**

Travels to professional meetings as required.

#### **Knowledge, Skills, Attitudes, and Abilities**

- Solid knowledge of subject matter and relevant New York State Standards.
- Ability to read and analyze student data in order to refine instructional strategies.
- Excellent verbal and written communication skills.
- A commitment to high expectations for self, students and staff team.
- Ready and able to work creatively with faculty team to meet the academic and personal needs of students.
- Eager and able to collaborate with faculty team to plan and deliver thematic

semester-long projects integrating all subjects.

- Desire to integrate multiple subject areas into your own content area.
- Ability and interest in constructivist, investigation-based learning.
- Enthusiastic to design and teach a challenging project-based curriculum with outcomes meeting New York State Learning Standards.
- Comfortable practicing differentiated instruction in the classroom, teaching grades 9, 10, 11 and 12 with widely differing ability levels among the student body.
- Willing to use the world and region as your textbook.
- Willing to co-lead small groups on multi-day trips.
- Interested in having life-changing relationships with students that are empathetic, supportive, challenging and meaningful.
- A commitment to frequent communication with families.
- Experience in project-based teaching and learning at the high school level.
- Multiple subject endorsements as a high school teacher highly desirable.
- Up-to-date knowledge of educational technology and applications.
- Ability to engage in self-evaluation with regard to performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

### **Physical and Mental Demands, Work Hazards**

Works in standard office and school building environments.

### **Qualifications Profile**

- Passion and skills to create a school that stands apart from other public high schools: a learning environment that is highly motivating, supportive, and rigorous.
- Willing to work within public school requirements for positive change.
- Experience with and commitment to working with racially, culturally, ethnically and economically diverse populations.

### **Certification/License:**

- NYS certification in secondary science (especially biology and/or earth science) and/or meets definition of “highly qualified” instructor consistent with the Charter Schools Act.
- Multiple subject endorsements as a high school teacher highly desirable.

### **Education:**

- Bachelor's degree from an accredited college or university in discipline applicable to teaching assignment.
- Masters Degree in related area preferred.
- Education degree preferred.

**Experience:**

Successful prior teaching experiences in secondary and/or alternative education are a plus.

**FLSA Status: Exempt**