C.3 PERSONNEL

Overview

Hirsch Academy: A Challenge Foundation Academy will be a K-8 classical academy where teachers and staff will work together toward the pursuit of academic excellence and positive character development in a safe and supportive learning environment. Hirsch Academy: CFA will hire teaching staff who are aligned with the school's educational philosophy, who demonstrate an understanding of the 2010 Arizona ELA and Math Standards (CCSS + Arizona additions), are willing to participate in ongoing applied professional development to continue working towards highly effective teaching, and have a strong work ethic. Our teachers will work collaboratively to meet and exceed the needs of the students. Hirsch Academy: CFA will embrace the Core Knowledge curriculum and State Standards as the school prepares students to be ready for the academic demands of high school, college, and career.

Hirsch Academy will hire office and support staff who are aligned with the school's educational philosophy, who demonstrate knowledge and skill for their specific employment position and other qualifications as noted on the job descriptions in this section of the application.

Staffing Plan

The Staffing Plan below includes all staffing positions to be filled as the school grows and demand necessitates an increase in staff. All positions are described below. In Years 1-3 we will contract out for Special Education and Related Services (e.g. Psychologist, PT, OT, Speech) and ELL as determined by enrollment and student identification for services. We anticipate a typical special needs enrollment of 10%-12% of the total enrollment. We will hire a 1.0 FTE Instructional Assistant for Special Education in Year 1 and will add staff in this position as necessary.

The Reading Specialist and ELL Coordinator will be designated positions filled by classroom teachers bringing those skills and certification with them until enrollment and funding can support solely dedicated staff in those positions. We anticipate hiring a .5 FTE Reading Specialist in Year 3.

Special Area teachers for Art, Music, and PE will be .5 FTE positions until we are able to sustain the expense for full time staff in these positions. It is the intent of Hirsch Academy: CFA to fully support the arts as an essential component of a classical curriculum. A Media Specialist will be added to our staff after Year 3 if we are in a physical location that allows for a school library. Individual classroom libraries will be managed by the classroom teachers until that time.

The positions of Business Manager and Office Manager will each be .5 FTE positions, to be filled by one person, for the first three years. This staff person will report directly to the School Director and will work closely with the contracted business service for

payroll, benefits, grants management, and all other accounting and bookkeeping tasks. This position will be responsible for school office operations and will uphold school compliance for managing student medications, records and other Nurse-related tasks until the school is in a position to hire a Nurse to fill this role.

Grades and Number of Students	Year 1	Year 2	Year 3
Grades	KG 1-2	KG 1 -3	KG 1-4
Number of Students	(40) (104)	(40) (156)	(40)(208)
Total Number of Students	144	196	248
Administration and Support	# Year 1	# Year 2	# Year 3
Director/Principal	1	1	1
Office Manager	0.5	0.5	0.5
Business Manager	0.5	0.5	0.5
Nurse	0	0	0
Instructional Staff	# Year 1	# Year 2	# Year 3
Classroom Teachers	6	8	10
Special Area (Music, PE, Art)	1.5	1.5	1.5
Special Education	0	0	0
Reading Specialist	0	0	.5
ELL Coordinator	0	0	0
Instructional Assistance – Special Education	1	1	1
Instructional Assistant –Regular Education	0	0	0
Media Specialist	0	0	0

Staff Job Descriptions, Qualifications and Experience

School Director

Specific responsibilities of the School Director are addressed in more detail in section B.3 Management & Operation. Included here is a brief review of the major elements of this administrative position and minimum criteria for hiring.

The school director is instrumental in the school's success, providing instructional, operational, and administrative leadership. The director wears many hats, serving both as a school principal and superintendent, in many cases. The director will work with the Board, the Challenge Foundation's National Schools Director, and will collaborate with TeamCFA. They will work with the school leadership team and all staff in driving the school's vision and impacting student learning.

The school's director is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school. He or she will organize, administer, supervise, and evaluate all aspects of the school's design within the

school's and the greater school community. The school director will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The school director is responsible for planning improvements that directly address the school's *Critical Points of Accountability*:

- Student performance;
- School design/instructional process;
- Financial management;
- Customer satisfaction; and
- Systems growth.

Achieving outcomes in these five areas of accountability requires strong leadership. School leadership is clustered in terms of three distinct roles:

- Instructional leader;
- Site-based manager; and
- Builder of school culture.

Accordingly, our performance standards for directors, represented in this job description, are listed in three categories below:

The director as **instructional leader**;
The director as **site-based manager**;
The director as **builder of school culture**.

Each of these is described in detail in section B.3.

<u>Qualifications</u>

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- Advanced degree.
- Five (5) years of appropriate teaching and/or administrative experience.
- Experience teaching or leading in a Core Knowledge school preferable, but not required.
- Certified (or eligible for certification) as a School Director.
- Valid Arizona fingerprint clearance card.

School Business Manager (SBM)

Roles and Responsibilities

Specific responsibilities of the School Business Manager are addressed in more detail in section B.3 Management & Operation. Included here is a brief review of the major elements of this administrative position and minimum criteria for hiring. The School Business Manager is responsible to the School Director for the daily financial and business operations of the school.

The School Business Manager (SBM) is a key member of the school's leadership team. He or she is an individual with varied business experience who pays keen attention to detail. The SBM is an exempt employee who oversees, indirectly, the School Office Manager and Nurse. Financial responsibilities include managing banking, petty cash, purchasing, payables, fixed asset, and payroll functions for school site. They gather, interpret, and disseminate short-term and long-term budget information to the Director and Accountants. He/she maintains frequent and timely communication with School Director and accountant regarding all aspects of accounts payable and receivable, and writes and submits regular reports to all accountability agents as required, and provides business correspondence as necessary. The SBM acts as liaison between teaching and administrative staff and appropriate human resources and payroll entities for all business-related tasks. They manage workers compensation and other insurance claims. All school inventory procedures are the responsibility of the School Business Manager. Leadership responsibilities include regular meetings with the school leadership team, sharing and developing skills with other SBMs or through ongoing professional development, and interacting with internal and external contacts that make school operation possible, efficient and effective to support the program of instruction. The School Business Manager collaborates with the School Office Manager to manage and oversee the operation of the school facilities.

Qualifications

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- Advanced degree preferred.
- Must have comprehensive financial knowledge and skills.
- Ability to write reports (word processing and spreadsheets using Quickbooks and MS Excel) and business correspondence.
- Must have five (5) years of experience in Business or Operations Management field.
- Valid Arizona fingerprint clearance card.

School Office Manager (SOM)

Roles and Responsibilities

Specific responsibilities of the School Office Manager were addressed in more detail in section B.3 Management & Operation. Included here is a brief review of the major elements of this administrative position and minimum criteria for hiring. The School Office Manager will play a key support role within the school's operations.

The School Office Manager will serve as the school representative. As the first person to greet students, parents, staff, and community members as they enter the school office the School Office Manager will deliver attentive and excellent customer service. He/she will maintain all school records, know, and understand relevant legislation to maintain and deliver student medication, and manage nurse-specific job responsibilities, in the absence of a nurse. He/she will collaborate and manage business related processes as assigned by director and/or Business Manager. The School Office Manager will maintain school phone and mail systems, updates of the school directory and related documents, and publish the school newsletter. To be effective, the School Office Manager must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets.

Qualifications

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- High School or Equivalency Diploma or Higher.
- Familiarity with office equipment such as computers, typewriters, fax machines, calculators, and photocopiers, as well as word processing and spreadsheet programs.
- At least three (3) years of experience in office management or in a secretarial position.
- Valid Arizona fingerprint clearance card.

Nurse

Roles and Responsibilities

The School Nurse is responsible for developing, implementing, and managing the school health program. Responsibilities include program management, nursing services, community health and emergency planning, and professional practice. The School Nurse

will also ensure that all state and city health requirements are met by staff and students including, but not limited to: medical exams, maintenance of school medical records, medication management, and medication storage and immunization documentation.

The School Nurse will:

- Supervise school procedures for dispensing student medication as needed and according to federal, state, local, and school guidelines;
- Maintain medication supply for each student and provide for daily administration of medication including students on psychotropic medication;
- Maintain contact with prescribing doctors and with parents/guardians to ensure correct prescriptions are followed;
- Conduct medical screenings as required by law, including, but not necessarily limited to: hearing, vision, teeth, growth, weight, and scoliosis screenings;
- Treating students who have been referred to the nurse's office and maintain a daily nursing log of students seen for any medical reason
- Assist with first aid procedures for medical emergencies at the school. Maintain, track, and update all required student medical records, including appropriate written data covering all medical needs and services provided to our students;
- Ensure classroom teachers have protective first aid equipment and access to health supplies needed for routine classroom mishaps;
- Communicate with families regarding matters regarding student health and student medical records;
- Promote and assist in the control of communicable diseases through prevention, early detection, surveillance, and reporting of contagious diseases to the appropriate local health authority;
- Assist in the formulation of health policies, goals and objectives for the school; and
- Assist in assessing potential abuse and neglect issues, and contribute to IEP development where medical issues and/or alerts are involved.

Qualifications

- Commitment to the school mission and vision.
- Have appropriate license and education to practice as a school nurse in the State of Arizona.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- Valid Arizona fingerprint clearance card.

Core Knowledge Coordinator, Lead Teachers and Mentor Teacher

These positions are more thoroughly described in section B.3 Management & Operation. Their primary role will be as a teacher. Their secondary role in school leadership positions such as these will be determined based on related experience and expertise as identified annually by the School Director.

The Core Knowledge Coordinator and Lead Teachers in particular will work with the School Director in taking initial responsibility for the organizational management of a teaching team. The Core Knowledge Coordinator and Lead Teachers will play a significant supporting role in the facilitation of the *Core Knowledge Sequence* of learning, guiding professional development of their teammates in understanding critical practices of direct and integrated content. In addition, they will take responsibility for directing the development of new curriculum, in alignment with the school's education model and facilitating communication between parents and other team members. Core Knowledge Coordinators will also assist in directing the school's instructionally focused accountability by supporting data analysis and data-driven instruction. At the end of the year, the Core Knowledge Coordinator will also be responsible for reviewing and evaluating curriculum.

As a member of a teaching team, the Lead Teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The Lead Teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Lead Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will work to integrate technology into their teaching and professional activities.

The Core Knowledge Coordinator and Lead Teachers, through their extended experiences and education, have a 'tool box' that provides evidence of successful teaching techniques and classroom management skills (e.g., effective instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as evidenced through classroom observations and interaction with staff. He/she possesses leadership ability, creative and innovative instructional strategies and lesson design, is able to lead professional development with staff, and provides scaffolding resources in developing students as independent learners.

The Mentor Teacher position differs from the Core Knowledge Coordinator and Lead Teacher Team in that this role is solely focused on raising student achievement through building and supporting teacher instructional capacity. In the TAP model, the Mentor Teacher is one who has chosen to increase their role and responsibilities beyond the expectation of the "Career Teacher" and is therefore compensated accordingly with a modest stipend. The Mentor Teacher serve as a "liaison" between the School Director, Core Knowledge Coordinator and Lead Teachers to ensure all teachers are receiving the

support they need. The Mentor Teacher will facilitate and conduct Instructional Rounds and be pulled from his or her classroom approximately twice a quarter to support other teachers. The Mentor Teacher will conduct observation, mentoring, and modeling during the school day, with also a debrief component to ensure effective practices are being communicated and disseminated. When the Mentor Teacher may be pulled from his or her classroom, Hirsch Academy: CFA will ensure there is a highly-effective substitute teacher in that classroom such that the learning in that classroom does not suffer.

Having a Mentor Teacher is a step toward becoming a TAP school. In a full TAP model this person would be released of teaching responsibility on a part-time basis to serve teachers on a weekly basis, and would work closely with a "Master Teacher", a non-teaching position with more comprehensive responsibility than the Mentor Teacher. The intent of Hirsch Academy: CFA is to implement the TAP System model in year 3 or 4 as it becomes financially possible.

Highly Qualified Elementary Teacher

Roles and Responsibilities

All teachers are held to high expectations. Each level of teaching requires special skill sets and knowledge of working with specific age appropriate strategies and developmentally appropriate methodology. Following is a description of qualities that successful elementary teachers embody.

Curriculum

Teachers in the elementary grades (K-5) are knowledgeable in the core processes, skills, and content of all curriculum areas.

> **Reading:** Elementary Teachers understand the reading process, particularly comprehension, decoding, strategic reading, and the application of these skills. Elementary Teachers teach reading using a research-based program adopted by and aligned with the school's education model. Utilizing a balanced reading curriculum that requires students to master systematic phonetic skills prior to making the transition into a literature-based program is critical to a child's proficiency in learning to read. Elementary Teachers are expected to align lessons with academic standards and incorporate rigor at all levels of instruction.
>
> **Writing:** Elementary Teachers teach and integrate the writing process with all disciplines. Writing occurs in all content areas in a variety of forms (expressive, literary, informative/expository, and persuasive) and is integrated throughout the day. Elementary Teachers understand and articulate the writing process from prewriting activities through publishing.
>
> **Math:** Elementary Teachers that know math is more than just rules and procedures. Elementary Teachers understand broad concepts, number

relationships, and problem solving processes. Elementary Teachers teach math using the school's adopted Singapore Math program and resources, and ensure alignment of content with academic standards and levels of rigor. Concerted effort should be made to incorporate real-world application and integrated strategies to ensure mastery.

Science: Elementary Teachers understand the processes that embody life, earth, and physical science. Elementary Teachers understand processes for questioning, predicting, exploring, experimenting, interpreting results, and communicating. They embrace discovery learning, the 5E's instructional model (engage, explain, explore, elaborate, evaluate) and collaborative learning with specific roles. Elementary Teachers teach science using a research based program aligned with effective practices and the school's education model – exploratory, hands-on program. Elementary Teachers involve students in active explorations, giving them the opportunity to work as scientists—collecting data, making predictions, looking for cause and effect, testing hypotheses, and drawing inferences.

History–Social Science: Elementary Teachers understand the basic processes and vocabulary of the four social sciences: history, geography, civics, and economics. They are eager to master new content and skills where gaps exist. Elementary Teachers create and teach history–social science units that use text and trade books in a domain-based, interdisciplinary curriculum that combines the interests and needs of students and teachers with the educational goals of the school's curriculum.

Core Values: Elementary Teachers know and support, through instruction and modeling, the school's core values. Elementary Teachers teach character and ethics using the school's character development program consisting of trade books, daily messages, morning meeting and individually crafted lessons. Elementary Teachers know and can explain the difference between values that are essentially universal, such as honesty and responsibility, and those that are personal and/or religious, such as political conservatism/liberalism, or Catholicism/Hinduism/atheism, etc.

Instruction

Teachers at the elementary level:

- Use instructional and corrective language that is positive and behaviorally descriptive to support the character education goals of the school and through the Love & Logic and Kids at Hope models;
- Understand, implement, and support an inclusion model for students who are identified as having special needs;
- Differentiate instruction to accommodate the needs of all student populations represented in each classroom, including ELL, special education, and gifted;

- Establish, nurture, and manage student-directed classrooms in which students are working together, conversing, using materials, and participating in exploration centers;
- Integrate a process approach to writing across all disciplines;
- Demonstrate the ability to teach math concepts with manipulative materials;
- Use cooperative-learning strategies for both instruction and classroom management;
- Develop and use rubrics for instruction as well as assessment;
- Use technology tools for targeted instruction, planning, and communication; and
- Are eager to learn new uses and applications of technology tools.

Assessment

Teachers in the elementary grades:

- Invest time and thought in writing Individual Instructional Plans (IIP) with each student, with focused comments on important aspects of a student's progress and clearly identified goals for further progress;
- Administer and evaluate performance assessments in all disciplines;
- Develop and use rubrics and other best practice strategies for evaluating student products; and
- Establish and involve students in the development of their portfolios.

Classroom Management

Teachers in the elementary grades:

- As character educators, maintain classrooms that are safe, nurturing, and productive, where the teacher models the behavior expected of students, and where the school's values are the focus of instruction and discussed wherever appropriate within context of the curriculum and experience;
- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential within the Love & Logic and Kids at Hope models;
- Explicitly teach and have students rehearse procedures until they become routine;
- Design a physical environment that uses classroom spaces, walls, and room arrangements as learning resources to contribute to effective learning and communication; and
- Design classroom procedures that mediate conflict and teach problem-solving skills.

Professional Responsibilities

Elementary Teachers:

- Write, implement, and evaluate their own professional-development plans;
- Through the Instructional Rounds system, share constructive feedback from Lead Teachers, Mentor Teacher, peer teachers, Core Knowledge Coordinator, and others who are observing instruction; and
- Support the professional development plans of colleagues.

Professional Relationships

Elementary Teachers:

- Work in teams to plan, problem-solve, and support one another on a daily basis and in scheduled in-service or data dialogue meetings;
- Understand the school's design of local governance and actively participate in team and school activities and committees; and
- Openly and eagerly share expertise at the team, school, and project levels.

Family Involvement

Elementary Teachers:

- Develop family-school relationships that foster the academic and social development of the child;
- Invite parent/guardians to be partners in their child's education; and
- Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, email and newsletters.

School Community

Elementary Teachers:

- Create a sense of community and belonging for the students in their school; and
- Establish connections and relationships among their students and the larger community that support the academic and social development of the child and contribute to achievement of overall school goals.

<u>Qualifications</u>

Hiring notes will reflect at minimum the following criteria for teaching staff: education background, special training, positive referrals/references from previous jobs, experience, character background, ability to communicate, ability to work in a team environment, evaluations, community participation, attitude, enthusiasm, professional dress, certification, acceptance of the Core Knowledge curriculum and overall objectives of the charter school. The following are specific qualifications of Hirsch Academy: CFA's Elementary School Teachers:

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- A bachelor's degree.
- Completion of a teacher education or alternative program.
- Supervised teaching experience.
- NCLB Highly Qualified according to Arizona Department of Education guidelines.
- Completion of basic writing and math skills tests.
- SEI Endorsement.
- Early Childhood Endorsement, as required.
- Valid Arizona fingerprint clearance card.

Highly Qualified Middle School Teacher

Roles and Responsibilities

Hirsch Academy: CFA holds high expectation for teachers. Below is a description of qualities that successful middle level and high school teachers embody.

Curriculum

Middle School Teachers:

- Are knowledgeable in the core processes, skills, and content of their designated curriculum area; and
- Are willing and able to teach all grade levels in the secondary program.

Instruction

Middle School Teachers:

- Are prepared to understand and teach early adolescents;
- Have a commitment to the cognitive growth, as well as the physical and mental health of each child;
- Are committed to the complex work of project-based, student-directed, constructivist learning; they are willing to spend the necessary time guiding students to work productively in teams, holding well-focused discussions, and directly teaching the study skills and social skills required for meaningful participation;
- Weave many real-life experiences and examples into curriculum;

- Emphasize inquiry, problem-solving, and higher-order thinking skills;
- Vary instructional methods (individual, group, media, activities);
- Are intellectually curious—comfortable seeking without knowing and pursuing answers to questions not predetermined by the curriculum;
- Understand, implement, and support an inclusion model for students who are identified as having special needs;
- Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ELL, special education, and gifted;
- Are teachers of writing and actively support reading instruction within their team;
- Support school standards and objectives through effective instruction;
- Develop and use rubrics for instruction as well as for assessment;
- Use technology tools effectively, including, but not limited to computers, for instruction, planning, and communication; and
- Are eager to learn new uses and applications of technology tools.

Assessment

Middle School Teachers:

- Invest considerable time and thought in writing of individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals;
- Administer and evaluate local, state, and school's interim assessments in their disciplines;
- Develop and use rubrics for evaluating student products; and
- Establish and involve students in the development of their portfolios.

Classroom Management

Middle School Teachers:

- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential;
- Are character educators, maintaining classrooms that are safe, nurturing, and productive, where the teacher models the behavior expected of students, and where the school's values are the focus of instruction and discussion wherever appropriate; and
- Effectively use block scheduling.

Professional Responsibilities

Middle School Teachers:

- Write, implement, and evaluate their own professional-development plans;

- Solicit constructive feedback from Lead Teachers, Core Knowledge Coordinator, Mentor Teacher, and others who are observing instruction;
- Support the professional development plans of colleagues;
- Act as homeroom advisers; and
- May be called on to coach intramural athletic teams.

Professional Relationships

Middle School Teachers:

- Work in teams to plan, problem-solve, and support one another on a daily basis;
- Understand the school's design of local governance and actively participate in team and school activities and committees; and
- Openly and eagerly share expertise at the team, school, and project levels.

Family Involvement

Middle School Teachers:

- Develop family-school relationships that foster the academic and social development of the child;
- Invite parents/guardians to be partners in their child's education; and
- Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, emails, newsletters, etc.

School Community

Middle School Teachers:

- Create a sense of community and belonging for the students in their school; and
- Establish connections and relationships between their students and the larger community to support the academic and social development of the child and to contribute to the achievement of overall school goals.

<u>Qualifications</u>

Hiring notes will reflect at minimum the following criteria for teaching staff: education background, special training, positive referrals/references from previous jobs, experience, character background, ability to communicate, ability to work in a team environment, evaluations, community participation, attitude, enthusiasm, professional dress, certification, acceptance of the Core Knowledge curriculum and overall objectives of the charter school.

- Commitment to the school mission and vision.

- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- Completion of a teacher education or alternative program.
- Supervised teaching experience.
- NCLB Highly Qualified: B.A. degree, Teaching Assignment and one of following, according to Arizona Department of Education guidelines:
    - ✓ Passed AEPA Subject Knowledge Test in the core academic subject area; or
    - ✓ Hold an advanced degree in the core subject academic area; or
    - ✓ Hold National Board Certification in the core academic subject area (Generalist Certificates are not acceptable); or
    - ✓ A major or 24 credit hours in the core academic subject area; or
    - ✓ Earned a minimum of 100 points on the AZ HOUSSE for Middle, Junior High, High School, Visual Arts or Music Teachers in the content area noted above, completed prior to June 30, 2007 (documentation required). An existing rubric may be utilized by teachers continuing or returning to teach in this content area; or
    - ✓ Earned a minimum of 100 points on the AZ HOUSSE Veteran Teachers Returning to the Profession – Middle, Junior High, High School, Visual Arts, Music (documentation required); or
    - ✓ Highly Qualified Teacher Reciprocity (must provide copy of comparable out-of-state test or out-of-state HOUSSE rubric with documentation);or
    - ✓ Passed ACTFL (foreign languages other than Spanish, German and French).
- Completion of basic writing and math skills tests.
- SEI Endorsement.
- Valid Arizona fingerprint clearance card.

Music Teacher

Roles and Responsibilities

The school's music teachers should demonstrate the qualities expected of the general education teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. Here we provide a description of qualities that successful school's music teachers embody.

Curriculum:

- Understand and implement general music theories and practices, including vocal and instrumental music, basic note reading, and basic composition;

- Possess ability to play the recorder and piano/keyboard;
- Understand processes and history of traditional instruments across a wide range of cultures;
- Develop cross-curricular units and intensives with team teachers and integrate music into the general curriculum;
- Use technology and multimedia tools to enhance and enrich the curriculum; and
- Communicate knowledge of music history (American, European, and non-Western).

Instruction:

- Emphasize a process-based approach to music instruction;
- Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ELL, special education, and gifted;
- Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, playing instruments, and using dance and movement to supplement and enhance the curriculum;
- Develop and use rubrics for instruction as well as assessment;
- Use technology tools for instruction, planning, and communication; and
- Eagerly learn new uses and applications of technology tools.

Assessment:

- Invest considerable time and thought in writing individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals;
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios; and
- Develop and use rubrics for evaluating student products and performances.

Classroom Management:

- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential.

Professional Responsibilities:

- Write, implement, and evaluate their own professional development plans;
- Solicit constructive feedback from Lead Teachers, Core Knowledge Coordinator, Mentor Teacher, and others who are observing instruction; and
- Support the professional development plans of colleagues.

Professional Relationships:

- Work with colleagues to plan, problem-solve and support one another on a daily basis;
- Understand the school's design of governance and actively participate in team and school activities and committees; and
- Openly and eagerly share expertise at the team, school, and project levels.

Family Involvement:

- Develop family-school relationships that foster the academic and social development of the child;
- Invite parent/guardians to be partners in their child's education; and
- Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and email or other forms of communication.

School Community:

- Plan and organize school and community music events, such as concerts and musician-in-residence programs;
- Create a sense of community and belonging for the students in their school;
- Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals;
- Organize and direct the school chorus; and
- Organize, implement, and oversee instrumental lessons in grades K and above.

<u>Qualifications</u>

Hiring notes will reflect at minimum the following criteria for teaching staff: education background, special training, positive referrals/references from previous jobs, experience, character background, ability to communicate, ability to work in a team environment, evaluations, community participation, attitude, enthusiasm, professional dress, certification, acceptance of the Core Knowledge curriculum and overall objectives of the charter school.

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- A bachelor's degree.
- Completion of a teacher education program.
- Supervised teaching experience.

- NCLB Highly Qualified according to Arizona Department of Education guidelines.
- Three years of experience teaching music, preferred.
- Valid Arizona fingerprint clearance card.

Physical Education Teacher

Roles and Responsibilities

The school's physical education teacher should demonstrate the qualities expected of the general education teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. Here we provide a description of the qualities that successful school's physical education teachers embody.

Curriculum:

- Emphasize movement skill, fitness and wellness, self-confidence, safety, substance-abuse prevention, and social skills as outlined in school's standards and objectives;
- Utilize regular opportunities to discuss health, medicine, sports, and fitness; and
- Design integrated health and fitness lessons and activities in cooperation with the team.

Instruction:

- Stress and practice basic safety procedures;
- Utilize a variety of teaching styles including direct instruction, practice, self-check, guided discovery, cooperative-learning using heterogeneous teams, peer coaching, and self-teaching;
- Maintain clear expectations for student behavior and achievement;
- Promote a school climate of respect for oneself, for others, for physical fitness, and for achieving one's personal best;
- Provide all students opportunities to be successful, including students with disabilities; and
- Serve as a role model for personal fitness and a healthy lifestyle.

Assessment:

- Invest considerable time and thought in writing individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals;
- Administer and evaluate performance assessments toward required state and local objectives;
- Develop and use rubrics for evaluating student performance; and

- Establish, involve, and assist students in the development of their portfolios.

Classroom Management:

- Create and manage an intentional and responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential.

Professional Responsibilities:

- Write, implement, and evaluate their own professional development plans;
- Solicit constructive feedback from Lead Teachers, Core Knowledge Coordinator, Mentor Teacher, and others who are observing instruction;
- Support the professional development plans of colleagues;
- Stay current with physical fitness and health education news and research; and
- Attend one physical fitness and health education meeting per year.

Professional Relationships:

- Work with colleagues to plan, problem-solve, and support one another on a daily basis;
- Openly and eagerly share expertise at the team, school, and project levels; and
- Actively participate in team and school activities and committees.

Family Involvement:

- Develop family-school relationships that foster the academic and social development of the child;
- Invite parent/guardians to be partners in their child's education; and
- Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, email and/or other forms of communication.

School Community:

- Create a sense of community and belonging for the students in their school; and
- Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals.

<u>Qualifications</u>

Hiring notes will reflect at minimum the following criteria for teaching staff: education background, special training, positive referrals/references from previous jobs, experience, character background, ability to communicate, ability to work in a team environment, evaluations, community participation, attitude, enthusiasm, professional dress,

certification, acceptance of the Core Knowledge curriculum and overall objectives of the charter school.

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- A bachelor's degree.
- Completion of a teacher education program.
- Supervised teaching experience.
- NCLB Highly Qualified according to Arizona Department of Education guidelines.
- Three years experience teaching Physical Education, preferred.
- Valid Arizona fingerprint clearance card.

Art Teacher

Roles and Responsibilities

The school's visual arts teachers should demonstrate the qualities expected of the general education teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. Here we provide a description of qualities that successful school's visual arts teachers embody.

Curriculum:

- Understand and can implement a discipline-based art education approach including studio production, art history, criticism, and aesthetic valuing;
- Possess a basic understanding of drawing, painting, sculpting, and printmaking techniques and media;
- Understand processes and history of traditional craft techniques of a wide range of cultures;
- Develop cross-curricular units and intensives with team teachers and integrate the arts into the general curriculum; and
- Use technology and multimedia tools to enhance and enrich the curriculum.

Instruction:

- Emphasize a process-based approach to visual arts instruction;
- Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ELL, special education, and gifted;

- Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, conversing, and using materials;
- Develop and use rubrics for instruction as well as assessment;
- Use technology tools for instruction, planning, and communication; and
- Eagerly learn new uses and applications of technology tools.

Assessment:

- Invest considerable time and thought in writing individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals;
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios; and
- Develop and use rubrics for evaluating student products.

Classroom Management:

- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential.

Professional Responsibilities:

- Write, implement, and evaluate their own professional development plans;
- Solicit constructive feedback from Lead Teachers, Core Knowledge Coordinator, Mentor Teacher, and others who are observing instruction; and
- Support the professional development plans of colleagues.

Professional Relationships:

- Work with colleagues to plan, problem-solve, and support one another on a daily basis;
- Understand the school's design of local governance and actively participate in team and school activities and committees; and
- Openly and eagerly share expertise at the team, school, and project levels.

Family Involvement:

- Develop family-school relationships that foster the academic and social development of the child;
- Invite parent/guardians to be partners in their child's education; and
- Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and email.

School Community:

- Plan and organize school and community visual arts events, such as student exhibits and artist-in-residence programs;
- Create a sense of community and belonging for the students in their school; and
- Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals.

Qualifications

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- A bachelor's degree.
- Completion of a teacher education program.
- NCLB Highly Qualified according to Arizona Department of Education guidelines.
- Supervised teaching experience.
- Three years experience.
- Valid Arizona fingerprint clearance card.

Media Specialist Teacher

Roles and Responsibilities

The library media program should be an integral part of the schools' curriculum. Students and faculty members should be provided with the resources to supplement the curriculum, whether they be in-house resources or those found through the use of technology. The school Media Specialist Teacher plans, directs, implements, and evaluates the library program. The Media Specialist Teacher will not be hired until after Year 3.

Management Skills - Student Behaviors

The Media Specialist Teacher:

- Establishes behavioral standards for students in the library media center;
- Assists students in becoming effective and discriminating users of library resources; and
- Helps students develop habits of independent reference work and skills in the use of reference material in relation to planned assignments.

Management Skills - Environment

The Media Specialist Teacher:

- Organizes library material, equipment, and facilities for effective and efficient utilization and circulation;
- Plans, equips and maintains attractive facilities;
- Keeps the collection current within the constraints of the annual budget by purchasing quality print and non-print materials;
- Establishes an attractive and easily accessible LMC that is conducive to learning.
- Maintains the library catalog;
- Effectively utilizes clerical, volunteer, student and/or other personnel to provide quality library service to users;
- Maintains appropriate records of library materials; and
- Processes materials simply and efficiently.

Teaching Skills

The Media Specialist Teacher:

- Through a working knowledge of books and authors in the collection, assists students with reading selections;
- Is aware of and supports the curriculum through collection development;
- Provides leadership in all aspects of the school media program;
- Develops a research and library skills program relating to the needs of the students.
- Guides students in finding and using a wide variety of materials;
- Attempts to instill in students the ability to be self-learners by promoting the spirit of inquiry and teaching effective fact-finding skills;
- Plans with teachers, when appropriate, for meaningful and effective grade appropriate reference work and/or literature appreciation activities for their students; and
- Actively plans with teachers and groups of teachers to integrate library services and multimedia materials with the instructional program.

Assessment of Program

The Media Specialist Teacher:

- Evaluates and selects materials needed to meet both the Core Knowledge curricular and individual needs of students, teachers, and administrators who will be using the library media center;
- Determines the needs of teachers and students as a basis for the selection of new materials and equipment;

- Does a periodic inventory of library collection as well as library AV equipment and library computers; and
- Supervises the withdrawal of outdated and worn out materials.

Professional Relationships

The Media Specialist Teacher:

- Demonstrates positive techniques to promote students self-image;
- Interacts positively with other staff members;
- Provides a positive role model for students (e.g., follows school policies and procedures, appropriate, language, courteous, sensitive to individual differences);
- Makes appropriate adjustments to change and handles conflict and frustration constructively;
- Coordinates and cooperates with other school libraries as well as with public libraries;
- Helps staff make full use of the services and resources of the LMC; and
- Maintains an appearance appropriate for professional assignment.

Professional Responsibilities

The Media Specialist Teacher:

- Meets assigned school responsibilities;
- Works to complete school goals and exit outcomes;
- Allocates and manages expenditures of assigned budget funds on the basis of curricular and replacement needs;
- Develops and promotes the library media center programs, its routines, usage scheduling, and procedures;
- Develops a collection that supports the curriculum; and
- Organizes and supervises the ordering, checking, processing, and maintaining of media center materials.

Technology Leadership

The Media Specialist Teacher:

- Assists staff and students with technology;
- Maintains a working knowledge of software and CD-ROMs;
- Provides basic instruction to staff or students for equipment use;
- Assists staff with computer and/or AV equipment problems; and
- Helps staff and students become comfortable with technology by being available to assist them.

<u>Qualifications</u>

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- Bachelor's Degree or Master's Degree in Educational Technology, Masters of Library Science, or comparable degree.
- NCLB Highly Qualified according to Arizona Department of Education guidelines.
- Experience with the Core Knowledge Curriculum, preferred
- Valid Arizona fingerprint clearance card

Special Education Teacher

Roles and Responsibilities

Special Education teachers are expected to exhibit the same skills, knowledge, and qualities required of the general classroom teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community. In addition, Special Education teachers are expected to:

Intensify Curriculum

- Show increasing skill with all aspects of the school's curriculum, intensifying and tailoring these for students with disabilities affecting learning, attention, social functioning, and self-regulation;
- Show commitment to refining curriculum approaches and materials to increase students' involvement and progress; and
- Show persistence in learning new and specialized approaches for atypical learners.

Intensify Instruction

- Provide strategic instruction for students with disabilities affecting learning, attention, social functioning, and self-regulation, 1-to-1 or in small groups, within the classroom or through time-limited, focused pull-asides;
- Keep fine-grained track of the individual progress of students with disabilities;
- Provide instructional intensity, feedback, and opportunities for practice for students with disabilities across the school's learning environments (classrooms, specials, hallways, lunch, playground, instructional assistants, etc.); and
- Engage technology creatively for individual students' learning and for tracking individual progress.

Support Instruction across the School

- Establish working relations with colleagues, developing effective systems for reciprocal communication about students with special needs. This includes meeting regularly with team teams and focusing them on instructional solutions, as well as collaborating with teachers individually;
- Contribute to strengthening schoolwide supports for all students, working together with classroom and special area teachers so that students with difficulties and vulnerabilities become increasingly active and successful;
- Provide ongoing support for classroom teachers, including taking over classroom instruction, so they can provide intensive pull-asides for students with difficulties;
- Plan with classroom colleagues, swapping expertise and following up with supportive instruction, strategic modeling, and tailored instructional materials; and
- Demonstrate creativity, flexibility, and perseverance in dealing with learning, behavioral, family, and classroom situations that are not easily untangled.

Communicate

- Maintain productive communication about the school's support program with your director, teaching colleagues, and other school staff;
- Contribute to the improvement of instruction within the school by communicating ideas within and across classrooms and teams, making productive use of teacher resource materials; and
- Contribute to the improvement of instruction across the school's partnership network by communicating and sharing ideas, insights, needs, and perplexities.

Comply with Special Education Laws and Procedure:

- Be knowledgeable of, and comply with, relevant state and local regulations governing special education, including placements, time lines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards;
- Provide ongoing support for the parents of students with disabilities, informing them of special education rights and procedures, as well as exchanging insights about the needs and progress of their children;
- Demonstrate organizational skills for keeping track of students in different settings, special education paperwork, ongoing anecdotal commentary, instructional trials, planning, etc.;
- Maintain current demographics regarding all students on IEPs, as well as those in the referral process;
- Provide leadership as a standing member of the school leadership team;
- Provide leadership as a member of the GEI team;
- Coordinate related service providers within the school;

- Promote communication, encouraging frequent and useful exchanges about meeting the needs of students with learning, attention, and behavioral problems;
- Oversee anecdotal record keeping and progress tracking of each student with disabilities and tracking of SES teacher-student contacts;
- Coordinate assessment of students referred for special educational evaluation;
- Coordinate IEP development and updating, annual reviews, and triennials;
- Coordinate parent communications and support sessions regarding their child with special needs;
- Coordinate professional development activities for increasing classroom effectiveness for students with learning, attention, and behavioral difficulties;
- Maintain productive communication about the Special school's support program with relevant local and/or state special education authorities; and
- Provide the director and other decision makers in the school with information regarding relevant state and local regulations governing special education, including placements, time lines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards.

Qualifications

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- Bachelor's degree (master's degree preferred).
- Certification in Special Education.
- NCLB Highly Qualified according to Arizona Department of Education guidelines.
- Experience working with students with disabilities.
- Positive professional recommendations.
- Experience with the Core Knowledge Curriculum, preferred.
- Valid Arizona fingerprint clearance card.

Reading Specialist

Roles and Responsibilities

Instructional assistants work with individual students, to provide them with support in reading. In addition, instructional assistants:

Curriculum

Reading: Are knowledgeable in the core processes, skills, and content of reading and its relationship to listening, speaking, and writing. They understand the reading process, particularly comprehension, decoding, strategic reading, and the application of these skills.

School's Core Values: Know and support, through instruction and modeling, the school's core values: wisdom, justice, courage, compassion, hope, respect, responsibility, integrity. They know and can explain the difference between values that are essentially universal, such as honesty and responsibility, and those that are personal and/or religious, such as political conservatism/liberalism, or Catholicism/Hinduism/atheism, etc.

Instruction

- Use instructional and corrective language that is positive and behaviorally descriptive to support the character education goals of the school;
- Support reading instruction using the structured instructional assistance process in the school's program. School is a balanced reading curriculum that requires students to master rudimentary phonetic skills prior to making the transition into a literature-based program. School requires instructional assistants to follow a structured format with multiple components. Successful implementation of the instructional assistants program is predicated on the thoughtful use of all of its components. Instructional assistants understand and use the program as it is written;
- Use technology tools for instruction, planning, and communication; and
- Are eager to learn new uses and applications of technology tools.

Assessment

- Assist in the organization and administration of initial and interim assessments; and
- Collaborate with classroom teachers to develop student Individual Instructional Plans (IIP) about each student, with focused comments on important aspects of a student's progress, and clearly identified goals for further progress in the area of reading.

Classroom Management

- Are character educators, maintaining classrooms that are safe, nurturing, and productive, where the teacher models the behavior expected of students, and where the school's values are the focus of instruction and discussion wherever appropriate; and
- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential.

Professional Relationships

- Work in teams with other instructional assistants and classroom teachers to plan, problem solve and support one another on a daily basis;
- Understand the school's design of local governance and actively participate in team and school activities and committees;
- Openly and eagerly share expertise at the team, school, and project levels; and
- Communicate with their students' reading teachers on a weekly basis.

Professional Responsibilities

- Write, implement, and evaluate their own professional development plans;
- Solicit constructive feedback from Lead Teachers, Core Knowledge Coordinator, Mentor Teacher, and others who are observing instruction;
- Support the professional development plans of colleagues; and
- Assist in the organization of reading materials

Family Relationships

- Communicate with their students' parents on a regular basis.

Qualifications

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- A minimum of two years of college is required and/or evidence of having passed the appropriate state assessment for Instructional Assistants.
- NCLB Highly Qualified according to Arizona Department of Education guidelines.
- Positive references from all previous places of employment.
- Willingness to work within a structured curriculum.
- Valid Arizona fingerprint clearance card.

English Language Learner (ELL) Coordinator

Roles and Responsibilities

The school holds high expectations for teachers. Following is a description of qualities that successful teachers of English as a second language embody. If the school has only one schoolwide English Language Learner (ELL) teacher, that person also carries the

responsibilities listed in the ELL Coordinator job description. When a school has two or more ELL teachers, one of them assumes the coordinator responsibilities.

Curriculum:

- Provide ongoing support for both teachers and students in school's classrooms;
- Are creative problem solvers for the central difficulties faced by students who are acquiring English and for keeping track of these students' individual progress; and
- Are knowledgeable in the core processes, skills, and content of all curriculum areas, as expressed in the general job descriptions for elementary and middle school teachers.

Instruction:

- Understand, implement, and support an inclusion model for students identified as having special needs;
- Provide strategic direct instruction for students acquiring English, one-to-one or in small groups, within the classroom or through time-limited pull-asides;
- Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ELL, special education, and gifted;
- Establish, nurture, and manage student-directed classrooms in which students are working together, conversing, using materials, and participating in exploration centers;
- Integrate a process approach to writing across all disciplines;
- Demonstrate the ability to teach math concepts with manipulatives;
- Use cooperative-learning strategies for both instruction and classroom management;
- Develop and use rubrics for instruction as well as assessment;
- Use technology tools for instruction, planning, and communication; and
- Are eager to learn new uses and applications of technology tools.

Assessment:

- Possess organizational skills for keeping track of students in different settings, for ELL compliance paperwork and related activities;
- Assist in the ongoing assessment process to determine each student's status, which includes and is not limited to identification of ELL candidates, rights to ELL instruction; sheltered classroom instruction;
- Invest considerable time and thought in writing individual, detailed Individual Instructional Plans (IIP) about each student, documenting successes, progress, and goals;
- Administer and evaluate performance assessments as required by the academies served;
- Develop and use rubrics for evaluating student products; and

- Establish and involve students in the development of their portfolios.

Classroom Management:

- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential

Professional Responsibilities:

- Partners with colleagues, working together with classroom and special areas teachers to make the school's learning environment increasingly effective, so that students learning English are active, successful learners with equal access to all curriculum;
- Contribute to increased instructional clarity, feedback, and opportunities for practice across the school's learning environments (classrooms, extended core, hallways, lunch, playground, instructional assistants etc.);
- Comply with federal, state, and local regulations governing students acquiring English;
- Contribute to strengthening schoolwide supports for all students;
- Write, implement, and evaluate their own professional development plans;
- Solicit constructive feedback from Lead Teachers, Core Knowledge Coordinator, Mentor Teacher, and others who are observing instruction; and
- Support the professional development plans of colleagues.

Professional Relationships:

- Possess people skills for working collaboratively with colleagues and in active partnerships with parents and community resource personnel;
- Work in teams to plan, problem-solve, and support one another on a daily basis;
- Understand the school's design of local governance and actively participate in team and school activities and committees;
- Plan regularly with classroom colleagues, following up with supportive teaching materials and strategies for working with students acquiring English;
- Provide colleagues with information, strategic modeling, instructional materials, and professional development activities that maximize classroom effectiveness provided for students acquiring English; and
- Openly and eagerly share expertise at the team, school, and project levels.

Family Involvement:

- Are the primary support link to the parents of students acquiring English;
- Develop family-school relationships that foster the academic and social development of the child;
- Invite parent/guardians to be partners in their child's education; and

- Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and email.

School Community:

- Create a sense of community and belonging for the students in their school; and
- Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals.

Qualifications

- Commitment to the school mission and vision.
- Effective organization and project management skills combined with flexibility, attention to detail, and the ability to multi-task.
- Self-motivated, high energy and ability to work independently.
- Collaborative team player who is willing to go above and beyond the job description for the success of teachers and students.
- Growth mindset and a dedication to continuous learning.
- BS degree (MS degree preferred).
- Certification in ESL or TESOL or ESOL or ELD or ELL.
- Experience working with students learning English.
- Evidence of expertise teaching students learning English.
- Positive professional recommendations.
- Valid Arizona fingerprint clearance card.

Instructional Assistant – Special Education

Roles and Responsibilities

The special education instructional assistant is to assist the special education teacher with educational and instructional activities, and nonteaching tasks.

The special education instructional assistant is a team member who works under the supervision of the special education professional. Supervision is sometimes collaborated between special and general education teachers for inclusive settings.

The instructional assistant serves as part of the instructional team.

Qualifications

- High School Diploma or equivalent.
- Aptitude for the work to be performed.
- Interest in children and education.
- Desire to assist students with special needs in a learning environment.

- Emotional maturity and stability necessary for the specialized work involved.
- Such alternatives to the above qualifications as the Board find appropriate and acceptable**.**
- Valid Arizona fingerprint clearance card

Instructional Assistant – Regular Education

Roles and Responsibilities

The teacher's instructional assistant will assist teachers with educational and instructional activities, and nonteaching tasks.

The teacher assistant is a team member who works under the supervision of the classroom teacher and school director. If necessary, supervision may be collaborated between special and general education teachers for inclusive settings.

The teacher assistant serves as part of the instructional team.

Qualifications

- High School Diploma or equivalent.
- Aptitude for the work to be performed.
- Interest in children and education.
- Desire to assist students with special needs in a learning environment.
- Emotional maturity and stability necessary for the specialized work involved.
- Such alternatives to the above qualifications as the Board find appropriate and acceptable.
- Valid Arizona fingerprint clearance card.

Recruiting Staff

Hirsch Academy: CFA will strive to employ the best teachers possible, regardless of race, nationality, or religion, and will not violate the anti-discrimination provisions of Federal or State law. The school administration will be aware and compliant with the expectations set by NCLB for highly qualified teachers and paraprofessionals. We are in agreement that the quality of personnel is critical to the academic success of school children.

Recruitment is the responsibility of the Governing Board for the School Director position and of the School Director for all other employment positions. Candidates for hire are recommended to the Board by the School Director and approved by the school Board.

Recruitment is directed through timely venues such as website employment links for Hirsch Academy (www.teamcfa.org/go/hirsch) and TeamCFA (www.teamcfa.org), online job postings through professional organizations such as the Core Knowledge Foundation, higher education, Teach For America, Troops to Teachers, job fairs, social

media, word of mouth within the education and charter school community, advertisement through local print sources or broadcasts, or school newsletters.

We believe that quality school staff is crucial to the success of the school. The Governing Board approves annually a Community Relations Plan that includes recruitment of staff. Staff recruitment is ongoing. The school office may accept resumes or inquiries to place on file at any time during the school year for future job openings. Active recruitment for staff positions in the start-up year of opening will begin as soon as State Board approval has been granted for the charter in January 2013.

The School Director will be recruited first. The School Director will begin office staff and teacher recruitment in March of the start-up year. Teacher recruitment in future years will be active beginning in the early fall prior to the next school year, and continue through the spring of the school year, to be competitive in the market for highly effective teachers. In addition, considering the amount of time it may take successful applicants to acquire fingerprint clearance cards, every effort will be made to make all hires by June 1 of each year. This way, successful applicants will have an ample time for the application, processing, and receipt of fingerprint clearance cards before the first day of staff development on July 29.

Letters of Intent to hire will be offered until enrollment is adequate to support the hire. An Employment Agreement will be used to engage the services of school staff. Employment Agreements are contingent upon submitting documentation of a valid Arizona fingerprint clearance card. Hires after the end of the school year and during the summer months will be as deemed necessary to serve school and program needs.

Evaluation of each teaching applicant may include, but will not be limited to, the following information as appropriate for the position applied for. Applicant information will be obtained through an Application, Initial Phone Screen Interview, and an in-person Round 1 and 2 Interview Process.

1. Education background
2. Special training – especially looking for endorsements in Reading, Math, Special Education, ELL, Leadership and training/experience with school adopted programming (e.g. Core Knowledge, Singapore Math, Open Court, TAP System, Love & Logic, Kids at Hope)
3. Referrals/recommendations
4. Experience and areas for growth
5. Character background
6. Ability to communicate
7. Ability to work in a team environment
8. Evaluations
9. Community participation
10. Attitude
11. Enthusiasm
12. Professional dress and appearance

13. Certification
14. A strong understanding of essential elements of an effective lesson
15. A strong knowledge base of effective best practice strategies, especially those adopted by the school
16. Understanding of the 2010 Arizona Common Core ELA or Math Standards and the relationship of standards to curriculum to instructional materials
17. Understands how to use assessment and academic data to guide instruction
18. High achievement for his/her students, with evidence of past achievement data if prior teaching experience
19. Acceptance of the Core Knowledge and other curriculum and overall objectives of Hirsch Academy: CFA
20. Possession of a valid Arizona fingerprint clearance card

Required documentation for employment will be gathered prior to a teacher entering the classroom, as required by law.

An outline of the qualifications of each teacher will be kept for public viewing and will be available for review by parents in the school's administrative offices.

The school will reserve the right to discharge employees "at will" without being in violation of Arizona or federal statutes.

Staff Time for Opening and Closing the School Year

During the Start-Up year, the first day for staff will be July 29, 2013. The first day for students will be August 12, 2013. During the two weeks between the first day for staff and the first day for students, staff will complete professional development training regarding Hirsch Academy: CFA's Educational Philosophy and program of instruction. This will include additional curriculum development tasks, training regarding effective alignment of lessons to Common Core State Standards and the instructional methodologies identified in section A.1, and general staff orientation regarding Hirsch Academy: CFA's policies and procedures.

This two-week window of professional development before the first day for students will be repeated yearly each year to allow for ample time for staff development and onboarding before students arrive.

During the Start-Up year, the last day for staff and students will be June 6, 2014. However, June 4, 2014 and June 6, 2014 will be early release days for students. Staff will use these two days for completion of records and other end-of-year tasks. This model of two early release days has been successfully implemented at Pioneer Prep: CFA for the past three years and provides ample time for staff to complete records and other necessary end-of-year tasks.

Serving Special Education Students

Hirsch Academy: CFA will provide special education services to qualifying students. We will do so by employing highly qualified staff and contracting with a vendor with a proven track record of success. We will abide by the Individuals with Disabilities in Education Act (IDEA) to ensure that all students' rights are protected, from initial screening through placement in the least restrictive environment and in the designing, implementation, and monitoring of appropriate and effective Individual Education Programs (IEP). IEPs will always be designed in the best interest of the child, but an effort will be made to offer services in the least restrictive environment.

The School Director and Governing Board are very aware of the need to establish procedures that protect children, meet time requirements, train teachers, and monitor progress. Hiring and contracting with professionals whose sole concern is creating an effective system that serves students well and has the knowledge to identify and employ qualified personnel is the best way to ensure that a school provides appropriate services. Hirsch Academy: CFA will follow a full inclusion and push-in model for special education however a space is included in the square footage required for the campus to accommodate small group service outside the regular classroom when "pull-out" resource room services are necessary to meet individual needs of the student.

Serving English Language Learner Students

The immediate concern in teaching our English Language Learners is helping them achieve English proficiency. To that end, it becomes critical to know students' current level and, following the four hour model, place students accordingly so that they receive high-quality English language development instruction from highly qualified teachers. All Hirsch Academy: CFA teachers are required to maintain SEI endorsements and to use research-based, high-yield SIOP-based strategies.

Professional Development and Continuous Improvement

Hirsch Academy: A Challenge Foundation Academy will allow ample opportunity for professional development. In addition to two weeks before the start of school and one half-day at the end of the school year, teachers will have two half-days per month for school and grade level data dialogue and professional development opportunities. Additional professional development and academic planning time within the course of the school day, during teacher prep time, will be built in to the schedule to assure proper implementation of Core Knowledge curriculum. Hirsch Academy: CFA will allow ample time for teachers to plan, to mentor and peer coach, and to rejuvenate their minds through curriculum- and delivery-focused professional development. Hirsch Academy: CFA expects teachers to be truly involved in the development of the school program.

In addition, Hirsch Academy: CFA will use its inclusion in the TeamCFA network of charter schools to take part in educational retreats and conferences. Through collaboration Hirsch Academy: CFA teachers will grow professionally and have the opportunity to network and learn best practices from their peers in other TeamCFA charter schools.

Compensation Plans

Below are the compensation and benefits plans for Hirsch Academy: CFA's employees.

School Director Compensation and Benefits Plan

The School Director salary will reflect the needs of a new and growing school. The Start-Up salary will be prorated at $55,000 for the time from hire to June 30th, 2013. The school budget for years 1-3 will see a graduated increase from a starting annual salary of $60,000 in Year 1, to $70,000 in Year 2 and $85,000 in Year 3. A model annual salary identified by the Challenge Foundation for a School Director is noted as $85,000. It is the hope of Hirsch Academy to be in the position to offer this salary by Year 3 and in the future for deserving school directors in order to attract highly qualified, experienced, and effective leadership.

The School Director is eligible for medical and dental benefits, 401(k) retirement plan participation, and annual 2 personal/4 sick leave with roll-over cap.

Teaching Staff Compensation and Benefits Plan

After review of surrounding school district salary schedules, we believe what follows provides a competitive, if not more attractive, salary.

2013-2014 Hirsch Academy Staff Salary Policy

Experience Level (in years)	Salary Range – Baseline
0 – baseline	$ 36,000
1 – emerging	$ 36,720
2 – emerging	$ 37,454
3 – emerging	$ 38,203
4 – experienced	$ 38,967
HA:CFA will start all teachers with more than 4 years experience at the 4th year baseline	

The above reflects the base salary for teachers. Teachers are eligible after first year on staff for pay for performance calculated upon yearly budget and funding received, and as outlined within the bonus rubric parameters.

Starting Base Salary: $36,000 - $38,967 (1) (2) (3)

(1) Up to 5 years of experience paid at approximately a 2% increase per year

(2) Additional $2000 for Master's Degree; $2000 for Ed.D. or Ph.D.
(3) Exceptions may be granted
    (a) to attract and retain veteran, highly performing teaching staff,
    (b) to attract and retain teaching staff for hard to fill positions such as math, science, and special education, and
    (c) to remain competitive in the professional field.

An annual base salary increase may be granted by the Governing Board. The budget reflects a minimum 2% increase of annual salary, when feasibly possible.

No salary cap.

Additional Compensation

Performance-Based Pay (301)

Teachers are eligible for performance pay calculated upon yearly budget, funding received, and successful completion of established performance pay rubric. This is in addition to the base salary amount. The rubric will be developed with input from the School Director, members of the school Lead Teacher Team, the Core Knowledge Coordinator, the Mentor Teacher and the Board. This rubric will reflect consideration of components found within key documents such as: ADE's Framework for Evaluation, the TAP System rubric, the Core Knowledge Implementation Rubric, and the Hirsch Academy: CFA Performance Management Plans. A recommendation to adopt the established rubric will be made to the Board and will be reviewed annually.

Addenda Positions

Teachers are eligible for addenda pay upon completion of extra-duty assignments. Addenda positions and pay must be granted and approved by the Governing Board.

Benefits

Teachers are eligible for medical and dental benefits, Safe Harbor 401(k) retirement plan participation, and annual 2 personal/4 sick leave with roll-over cap.

Comparison data for Teacher Compensation

Comparative data from the Scottsdale USD Human Resources Department, accessed February 2012, was used to determine a competitive salary for Hirsch Academy: CFA staff.

Starting Salary:
BA $33,879 - $38,018*
MA/Ed.D. $36,911 - $44,073*
Cap Range $47,298 - $68,661*

Column movement based on professional growth and/or degrees.
*Includes funds 11, 13, 12 on base salary
*Certified and school nurse salary schedule are the same.
Benefits include dental, medical, disability, retirement, life insurance option, etc.

Office and Support Staff Compensation and Benefits

Compensation for office and support staff will be consistent with the current salary range used by other CFA schools in the Arizona network. Office Manager and Business Manager salaries will start in the $25,000 range. Office and support staff are eligible for medical and dental benefits, 401(k) retirement plan participation, and annual 2 personal/4 sick leave with roll-over cap.

Employee Related Expenses (ERE)

Using current state and federal payroll tax guidelines, Hirsch Academy: CFA will provide for required employee related expenses. The 2012 Guidelines suggest the following, and are accounted for in the Hirsch Academy: CFA budget line item for benefits. The following rates were obtained from www.alpern.com for 2012 guidelines.

OASDI/FICA at 6.2% paid by the employee and matched by the employer up to the established maximum earnings amount.

MEDICARE at 1.45% withheld from employee earnings and matched by the employer with a total of 2.9%.