



# INTELLECTUAL VIRTUES ACADEMY

**Mathematics 50% Time Middle School Teacher,  
Intellectual Virtues Academy, Long Beach, CA  
2018-2019 School Year**

## **Description of Position**

This position is for a part time math teaching position for a single subject math credentialed teacher, highly qualified teacher with credential and special interest and competencies in teaching 6th through 8th grade math. The Intellectual Virtues Academy Middle School Teacher has educational beliefs and values that are aligned with an intellectual virtues approach and possess and models intellectual virtues themselves. The teacher understands and promotes the school's distinctive mission and vision both within and outside the immediate school community. The teacher will plan, develop, organize and conduct a comprehensive educational program for IVA's middle school students and the Math curriculum in particular and will faithfully implement and practice IVA's unique character-based educational model. The teacher is motivated and empowered to teach, provide feedback, and seek growth in students' competencies and thinking practices in a year-long class.

## **Salary & Benefits:**

This is a 50% part-time or a teacher of 3 classes for an 11-month salaried position. Salaries are paid out on a monthly basis on the first of the month starting with September through July with the option of an additional summer saver program. To see the adopted teacher salary scale please see our website. As a part time position, this position does not qualify for health benefits but all teaching positions do qualify for CalSTRS retirement benefits.

This position also includes participation in weekly and ongoing teacher professional development. Dates and times of required participation will be made through specific agreement with the principal.

## **Intellectual Virtue Teacher Roles and Responsibilities (w/support at the school site)**

- Develop a firm *understanding* of intellectual virtues in general (including their nature, structure, and value, educational and otherwise) and of IVA's nine "master virtues" in particular.
- Develop a firm *understanding* of the core principles and practices involved with an intellectual virtues educational model.
- Systematically *implement* the "core principles and practices" of an intellectual virtues framework, including the creation of a classroom culture and the daily employment of pedagogical strategies that are conducive to growth in intellectual virtues.
- Participate in ongoing *professional development* aimed at better understanding and practicing an intellectual virtues approach to education.
- *Support and collaborate* with colleagues in their attempts to educate for intellectual virtues.
- Engage in ongoing *self-reflection* and *self-assessment* aimed at his/her own growth in intellectual virtues.
- *Model* IVA's nine "master virtues" in all of his/her interactions with students and other IVA stakeholders.
- Faithfully implement IVA's character-based *assessment* plan, including the *monitoring* of and *documentation* of student progress relative to the corresponding goals and objectives.
- Continue to nurture in him/herself a *passion* for and *knowledge* of his/her content area.
- Continue to *expand* his/her understanding of the "best practices" involved with educating for intellectual virtues.

## **Duties (including, but not limited to):**

### **Instructional Planning**

- Work with the Principal to set standards for student achievement including ongoing training and implementation of the Common Core Standards.
- Actively participate in the development and ongoing refinement of the school's instructional and behavioral support program
- Receive instruction in, support, and systematically implement IVA's innovative, intellectual virtues-based educational model
- Reflect on and integrate IVA's virtues-based model into daily lesson planning
- Implement, and to the extent feasible, provide instructional leadership in advancing proven learning practices
- Support the development and implementation of a network of student support systems
- Be involved in creating and providing feedback for the professional development plan
- Implement a coherent, research-based curriculum in consultation with Administration
- Teach students with Individual Education Plans (IEPs) in an inclusion setting and implement IEPs as well as attend IEP meetings as necessary
- Utilize an adopted course of study, instructional program guidelines, and other materials in planning and developing lesson plans and teaching outlines
- Pursue a variety of methodologies in teaching and instructing students, including lectures, demonstrations, discussions, and other protocols such as thinking routines as is called for in the goals of the curriculum
- Plan, develop, and utilize a variety of instructional materials and aids appropriate to the intellectual and instructional level of students from a varied socio-economic and cultural background and who possess a range of mental and emotional maturity
- Document all syllabi, lesson plans, assignments, rubrics and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage student in the classroom
- Reflect regularly on one's own growth as a learner and intellectual character development

### **Instructional Delivery**

- Work with the Principal and Math department to set standards for student achievement including ongoing training and implementation of the Common Core Standards
- Work with the Principal and Math department to establish curriculum, reflect on, and integrate IVA's virtues-based model into daily lesson planning, benchmark assessments, unit planning, and curriculum maps
- Be willing to continuously learn about and practice pedagogical practices that align with and promote IVA's character-based goals.  
Be willing to continuously re-evaluate one's own assumptions and beliefs and their effect on student learning  
Continuously learn and practice research-based instructional strategies as well as strategies that would help students to practice and assess the use of intellectual virtues
- Utilize methodologies that encourage student participation and engagement as well as provide opportunities for students to make their thinking visible
- Connect purposeful reading with discussion and written response
- Administer and develop subject specific assessments for the purpose of assessing student competency levels
- Provide differentiated instruction designed to meet the needs of each student
- Use technology tools for instruction, planning, and communication and ensure student engagement

### **Student Assessment**

- Assess, evaluate and monitor students' progress towards IVA's academic and character-based educational goals
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of metrics
- Develop and use rubrics for evaluating student products and performances

- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice
- Develop and use a variety of assessment data to refine curricula and instructional practice
- Complete all reports in a timely manner
- Respond to parent communication in a timely manner

### **Learning Environment**

- Create and manage a classroom environment or culture the components of which are clearly geared toward fostering growth in intellectual virtues.
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed
- Monitor and promote the social-emotional and physical safety and security of students
- Implement classroom procedures, systems and routines that provide structure for student learning
- Monitor and manage classroom materials including technology and communicate needs with the office

### **Student and Extracurricular Activities**

- Organize and supervise approved field trips to enhance classroom learning as fits with the curriculum and in coordination with the rest of the department

### **Student Support & School Culture**

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- According to agreement with principal this position might fill a role as an Advisor to students per description of advisory plan
- Oversee and assist with student arrival / dismissal as assigned
- Establish and maintain a team philosophy focused on developing a culture of thinking
- Assist in development of organizational strategic plan

### **Physical Demands:**

- Spends the majority of the day in the classroom. In the classroom the teacher will frequently display light objects they are working with and demonstrating. These must be displayed in a manner which enables the students to see the objects. Teacher must be able to move through the classroom and be able to maneuver in tight spaces between desks. Dealing with students can entail positioning the body to enable the teacher to be on a face-to-face level with the student on an occasional to frequent basis on a given day. Must be able to use the whiteboard occasionally to frequently to communicate lessons to the students.
- The teacher may be required to do playground/yard duty, which involves moving on even and uneven surfaces including pea gravel and negotiating a 6" curb. Playground duty requires visual acuity in order to see students who may be engaging in unsafe conduct or who have injured themselves and need assistance.
- Use this only if using these are an essential function and not just a marginal function. Look at how often they are used. The teacher uses computers, overhead projectors, iPad cards, which would require a 10-pound force to push or pull cart. The teacher often moves student's desks and chairs to change the layout of the classroom to influence teaching situations. The teacher must be able to develop lesson plans, grade papers and input student information.

### **Work Environment:**

This position works in a variety of settings including classrooms and outdoors and may experience heat or cold extremes as well as fumes, odors, dust, noise level is moderate to loud.

**Right to Revise:**

This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed, as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.

Employee: I have received a copy of the above Job Description and agree to direct any questions to my supervisor.

Employee Signature

Date

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Intellectual Virtues Academy Principal Signature

Date

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In accordance with Education Code Section 47605, Intellectual Virtues Academy and its governing board affirms the following: In addition to any other requirement imposed under the Charter Schools Act, Intellectual Virtues Academy shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with a person or group with one or more of the above actual or perceived characteristics."

IVA shall have no authority to enter contracts for or on behalf of the Long Beach Unified School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the Long Beach Unified School District Governing Board as required by law, including, but not limited to, Education Code section 17604, shall be unenforceable against the Long Beach Unified School District and shall be the IVA's sole responsibility.