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In 2013, four Project L.I.F.T. schools — Ashley Park, Allenbrook, Ranson, and Thomasboro — will pilot our Opportunity Culture Initiative. These four schools will implement new school models that redesign teachers’ jobs and use age- and child-appropriate technology to put excellent teachers in charge of more students’ learning, and sometimes in charge of other teachers’ development, for more pay. One of these models is Multi-Classroom Leadership, where teacher-leaders can bring excellence to multiple classrooms by leading teams and continuing to teach. Unlike coaching or department-head roles, these multi-classroom leaders have accountability for other teachers’ student outcomes, the input to select and evaluate peers.

As multi-classroom leaders, excellent teachers can reach more students for more pay, and develop and advance in their careers without having to leave the classroom, in a role that take advantage of their talents.

Teacher Job Description: Multi-Classroom Leader 1

Summary

The multi-classroom leader 1 leads one to four teachers and other staff members (overseeing 50-400 students) to meet the leader’s standards of excellence. (S)he establishes each team member’s roles and goals at least annually, determines how students spend time and organizes teaching roles to fit each teacher’s strengths, content knowledge and professional development goals. The multi-classroom leader 1 also teaches students herself/himself in most cases. The team uses the leader’s methods and tools. The multi-classroom leader 1 organizes the team to review student progress and change instruction as needed to ensure high-progress learning for every child. (S)he works collaboratively with the team, using the team’s new ideas and innovations that the leader agrees may improve learning. The multi-classroom leader 1 is fully accountable for the learning and development of all students taught by the team members. (S)he provides feedback to the principal in choosing, evaluating, and developing the team, or dismissing low performers when necessary.

Responsibilities

Planning and Preparation

Set high expectations of achievement that are ambitious and measurable for all students taught by team
Establish methods and create instructional tools and materials that team teachers use in all classrooms
Set direction, verbally and with tools and materials, that clarify content and teaching process
Lead team to:
Plan backward to align all lessons, activities, and assessments
Design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
Design assessments that accurately assess student progress

Classroom Environment

Lead team to:
Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
Create physical classroom environments conducive to collaborative and individual learning

Establish a culture of respect, enthusiasm, and rapport

Instruction

Lead team to:

- Hold students accountable for ambitious, measurable standards of academic achievement
- Identify and address individual students’ social, emotional, and behavioral learning needs and barriers
- Identify and address individual students’ development of organizational and time-management skills
- Invest students in their learning using a variety of influence techniques
- Incorporate questioning and discussion in student learning
- Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
- Monitor and analyze student assessment data to inform enriched instruction by teacher
- Communicate with students and keep them informed of their progress

Professional Responsibilities

- Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
- Lead team to maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Organize and schedule team time to ensure alignment of instructional vision and delivery in all classrooms, and to troubleshoot students’ persistent learning challenges
- Determine how students spend instructional time based on instructional skills and content knowledge of teachers in team
- Allocate instructional process elements (lesson planning, large-group instruction, small-group instruction, individual interventions, data analysis, grading, etc.) among team of teachers based on teacher strengths, content knowledge, and professional development goals
- Allocate non-instructional administrative duties among team of teachers
- Model instructional tasks to aid team development
- Clarify and adjust team members’ roles and provide feedback, developmental advice, and assignments to develop their effectiveness
- Evaluate team members for potential role changes, and for increasing job opportunities for team teachers who are ready to advance (to new or more complex roles)
- Provide feedback to the principal concerning dismissal of team members who do not meet the leader’s standards.
- Participate in professional development opportunities at school.

Qualifications

- Bachelor’s degree
- Knowledge of subject matter being taught
- Appropriate NC licensure for subject and grade level
- Two or more years of teaching experience with prior evidence of high-progress student outcomes in relevant subjects
- Experience successfully leading and managing a team of adults to accomplish goals

Critical competencies:

- Achievement – the drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- Impact and Influence – acting with the purpose of influencing what other people think and do.
- Initiative and Persistence – the ability and actions to do more than is expected or required in order to accomplish a challenging task.
- Teamwork – the ability and actions needed to work with others to achieve shared goals.
Belief in Learning Potential – a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates

Monitoring and Directiveness – the drive and actions to set clear expectations and hold others accountable for performance.

Developing Others – influence with the specific intent to increase the short- and long-term effectiveness of another person.

Flexibility – the ability to adapt one's approach to the requirements of a situation and to change tactics.

Hours
Full-time teaching position
Teacher teaches multiple classes in alternating time blocks throughout the day
Teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

Pay
Supplement of $16,109 in addition to salary based on district pay scale, plus benefits and opportunities for pay raises. Potential team and individual bonuses.

Reports to: Principal
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As multi-classroom leaders, excellent teachers can reach more students for more pay, and develop and advance in their careers without having to leave the classroom, in a role that takes advantage of their talents.

Teacher Job Description: Multi-Classroom Leader 2

Summary

The multi-classroom leader 2 leads a team of four or more teachers and other staff members (overseeing 400+ students) to meet the leader’s standards of excellence. (S)he establishes each team member’s roles and goals at least annually, determines how students spend time and organizes teaching roles to fit each teacher’s strengths, content knowledge and professional development goals. The multi-classroom leader 2 also teaches students herself/himself in most cases. The team uses the leader’s methods and tools. The multi-classroom leader 2 organizes the team to review student progress and change instruction as needed to ensure high-progress learning for every child. (S)he works collaboratively with the team, using the team’s new ideas and innovations that the leader agrees may improve learning. The multi-classroom leader 2 is fully accountable for the learning and development of all students taught by the team members. (S)he provides feedback to the principal in choosing, evaluating, and developing the team, or dismissing low performers when necessary.

Responsibilities

Planning and Preparation

Set high expectations of achievement that are ambitious and measurable for all students taught by team

Establish methods and create instructional tools and materials that team teachers use in all classrooms

Set direction, verbally and with tools and materials, that clarify content and teaching process

Lead team to:

Plan backward to align all lessons, activities, and assessments

Design instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)

Design assessments that accurately assess student progress

Classroom Environment

Lead team to:

Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
Create physical classroom environments conducive to collaborative and individual learning

Establish a culture of respect, enthusiasm, and rapport

**Instruction**

Lead team to:

Hold students accountable for ambitious, measurable standards of academic achievement
Identify and address individual students’ social, emotional, and behavioral learning needs and barriers
Identify and address individual students’ development of organizational and time-management skills
Invest students in their learning using a variety of influence techniques
Incorporate questioning and discussion in student learning
Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
Monitor and analyze student assessment data to inform enriched instruction by teacher
Communicate with students and keep them informed of their progress

**Professional Responsibilities**

Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
Lead team to maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
Organize and schedule team time to ensure alignment of instructional vision and delivery in all classrooms, and to troubleshoot students’ persistent learning challenges
Determine how students spend instructional time based on instructional skills and content knowledge of teachers in team
Allocate instructional process elements (lesson planning, large-group instruction, small-group instruction, individual interventions, data analysis, grading, etc.) among team of teachers based on teacher strengths, content knowledge, and professional development goals
Allocate non-instructional administrative duties among team of teachers
Model instructional tasks to aid team development
Clarify and adjust team members’ roles and provide feedback, developmental advice, and assignments to develop their effectiveness
Evaluate team members for potential role changes, and for increasing job opportunities for team teachers who are ready to advance (to new or more complex roles)
Provide feedback to the principal concerning dismissal of team members who do not meet the leader’s standards
Participate in professional development opportunities at school

**Qualifications**

Bachelor’s degree
Knowledge of subject matter being taught
Appropriate NC licensure for subject and grade level
Two or more years of teaching experience with prior evidence of high-progress student outcomes in relevant subjects
Experience successfully leading and managing a team of adults to accomplish goals

Critical competencies:

Achievement – the drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Impact and Influence – acting with the purpose of influencing what other people think and do.
Initiative and Persistence – the ability and actions to do more than is expected or required in order to accomplish a challenging task.
Teamwork – the ability and actions needed to work with others to achieve shared goals.
Belief in Learning Potential – a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
Monitoring and Directiveness – the drive and actions to set clear expectations and hold others accountable for performance.
Developing Others – influence with the specific intent to increase the short- and long-term effectiveness of another person.

Flexibility – the ability to adapt one’s approach to the requirements of a situation and to change tactics.

Hours

Full-time teaching position

Teacher teaches multiple classes in alternating time blocks throughout the day

Teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

Pay

Supplement of $23,002 in addition to salary based on district pay scale, plus benefits and opportunities for pay raises. Potential team and individual bonuses.

Reports to: Principal
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In 2013, four Project L.I.F.T. schools – Ashley Park, Allenbrook, Ranson, and Thomasboro – will pilot our Chance to Time-Technology Swap, in which students spend a portion of their time learning digitally—as little as an hour daily. This lets teachers teach more students, for higher pay, without reducing personalized, higher-order instructional time.

As blended-learning teachers in a time-tech swap, excellent teachers can reach more students for more pay, and develop and advance in their careers without having to leave the classroom.

Teacher Job Description: Blended-Learning Teacher

Summary

The blended-learning teacher plans and delivers in-person instruction for multiple classes in a school where:

Students rotate on a fixed schedule between digital and face-to-face learning. While one class of students is in a digital lab, the teacher teaches another class of students, focusing on delivering personalized and enriched instruction; or

Students spend the majority of their school day engaged with digital learning. The teacher pulls out students in frequently changing, flexible groupings for project-based learning, tutoring, and personalized and enriched instruction. The amount and type of in-person instruction varies by day and student, which the teacher assesses in part using data generated from digital assessments.

The teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. (S)he is also responsible for monitoring the effectiveness of digital instruction and making or recommending changes. The teacher collaborates with team members, such as other teachers, digital lab monitors, tutors, and assistant teachers, to review student progress and change instruction as needed to ensure high-progress, enriched learning for every student. The team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital resources.

Responsibilities

Planning and Preparation

Set high expectations of achievement that are ambitious and measurable for students
Plan backward to align all lessons, activities, and assessments
Determine how students spend instructional time (e.g., with digital software for knowledge and skill acquisition, large and small groups with teacher, project-based learning, individual interventions with tutors or assistant teachers, etc.)
Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
Design assessments that accurately assess student progress and/or incorporate digital assessments

Classroom Environment

Hold students accountable for high expectations of behavior and engagement that are ambitious and
Create physical classroom environments conducive to collaborative and individual learning
Establish a culture of respect, enthusiasm, and rapport

**Instruction**
Hold students accountable for ambitious, measurable standards of academic achievement
Identify and address individual students’ social, emotional, and behavioral learning needs and barriers
Identify and address individual students’ development of organizational and time-management skills
Invest students in their learning using a variety of influence techniques
Incorporate questioning and discussion in student learning
Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
Monitor and analyze student data from assessments to inform enriched instruction by teacher, follow-up tutoring by tutor(s) or assistant teacher(s), and changes in digital instruction
Provide paraprofessional(s) with student groupings and specific instructional assignments for follow-up tutoring
Communicate with students and keep them informed of their progress

**Professional Responsibilities**
Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
Collaborate with other teachers, tutors, assistant teacher(s) and lab monitor(s) to analyze student data, group students, teach, and assign interventions
Participate in professional development opportunities at school

**Qualifications**
Bachelor’s degree
Knowledge of subject matter being taught
Appropriate NC licensure for subject and grade level
One to two years teaching experience with prior evidence of high-progress student outcomes in relevant subjects

Critical competencies:
Achievement – the drive and actions to set challenging goals and reach a high standard of performance despite barriers
Impact and Influence – acting with the purpose of influencing what other people think and do
Initiative and Persistence – the ability and actions to do more than is expected or required in order to accomplish a challenging task
Teamwork – the ability and actions needed to work with others to achieve shared goals
Belief in Learning Potential – a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates
Planning Ahead – a bias toward planning in order to derive future benefit or to avoid problems
Job Mastery – ability to develop and acquire expertise that enables one to improve job outcomes over time

**Hours**
Full-time teaching position
Core subject teacher teaches multiple classes in alternating time blocks through the day
Core subject teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction
Pay
Supplement of $9,205 in addition to salary based on district pay scale, plus benefits and opportunities for pay raises. Potential team and individual bonuses.

Reports to: Principal or Multi-Classroom Leader
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As expanded impact teachers, excellent teachers can reach more students for more pay, and develop and advance in their careers without having to leave the classroom, in a role that takes advantage of their talents.

Teacher Job Description: Expanded Impact Teacher

Summary

The expanded impact teacher plans and delivers in-person instruction for multiple classes in a school where students rotate between a paraprofessional and the expanded impact teacher. While one class of students works with a paraprofessional to cover basic knowledge and skills, the expanded impact teacher teaches another class of students, focusing on delivering personalized and enriched instruction. The teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. (S)He is also responsible for monitoring the effectiveness of the paraprofessional’s instruction and making or recommending changes. The teacher collaborates with team members, such as other teachers, tutors, and assistant teachers, to review student progress and change instruction as needed to ensure high-progress, enriched learning for every child. The team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital resources.

Responsibilities

Planning and Preparation

Set high expectations of achievement that are ambitious and measurable for students

Plan backward to align all lessons, activities, and assessments

Determine how students spend instructional time (e.g., with digital software for knowledge and skill acquisition, large and small groups with teacher, project-based learning, and individual interventions with tutors or assistant teachers, etc.)

Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)

Design assessments that accurately assess student progress and/or incorporate digital assessments

Classroom Environment

Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable

Create physical classroom environments conducive to collaborative and individual learning

Establish a culture of respect, enthusiasm, and rapport
Instruction
Hold students accountable for ambitious, measurable standards of academic achievement
Identify and address individual students’ social, emotional, and behavioral learning needs and barriers
Identify and address individual students’ development of organizational and time-management skills
Invest students in their learning using a variety of influence techniques
Incorporate questioning and discussion in student learning
Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
Monitor and analyze student data from assessments to inform enriched instruction by teacher, follow-up tutoring by tutor(s) or assistant teacher(s), and changes in digital instruction
Provide paraprofessional(s) with student groupings and specific instructional assignments for follow-up tutoring
Communicate with students and keep them informed of their progress

Professional Responsibilities
Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
Collaborate with other teachers, tutors, assistant teacher(s) and lab monitor(s) to analyze student data, group students, teach, and assign interventions
Participate in professional development opportunities at school

Qualifications
Bachelor’s degree
Knowledge of subject matter being taught
Appropriate NC licensure for subject and grade level
One to two years teaching experience with prior evidence of high-progress student outcomes in relevant subjects

Critical competencies:
Achievement – the drive and actions to set challenging goals and reach a high standard of performance despite barriers
Impact and Influence – acting with the purpose of influencing what other people think and do
Initiative and Persistence – the ability and actions to do more than is expected or required in order to accomplish a challenging task
Teamwork – the ability and actions needed to work with others to achieve shared goals
Belief in Learning Potential – a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates
Planning Ahead – a bias toward planning in order to derive future benefit or to avoid problems
Job Mastery – ability to develop and acquire expertise that enables one to improve job outcomes over time

Hours
Full-time teaching position
Core subject teacher teaches multiple classes in alternating time blocks through the day
Core subject teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

Pay
Supplement of $9,205 in addition to salary based on district pay scale, plus benefits and opportunities for pay raises. Potential team and individual bonuses.
Reports to: Principal or Multi-Classroom Leader
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As specialized teachers, excellent teachers can reach more students for more pay, and develop and advance in their careers without having to leave the classroom, in a role that takes advantage of their talents.

Teacher Job Description: Specialized Elementary Teacher

Summary

The Specialized Elementary Teacher plans and delivers in-person instruction for one or two priority subjects. Likely subject pairs include math/science and language arts/social studies. The specialized teacher will spend most of the school day teaching or planning instruction, leaving other subjects, homeroom, most administrative work, and transitions to other staff members. The specialized teacher is responsible for planning, preparing, and delivering instruction, and monitoring student progress to determine instructional needs. The teacher reviews student progress and changes instruction to ensure high-progress learning for every child. The team leader variation combines this role with multi-classroom leadership, and includes authority to choose and manage team members and digital instruction resources. Note: Subjects for specialization will vary based on school priorities and available teachers.

Responsibilities

Planning and Preparation
Set high expectations of achievement that are ambitious and measurable for students
Plan backward to align all lessons, activities, and assessments in designated subject(s)
Design in-person instruction that is enriched (developing higher-order thinking skills) and personalized (reflecting learning levels and interests of individual students)
Design assessments that accurately assess student progress

Classroom Environment
Hold students accountable for high expectations of behavior and engagement that are ambitious and measurable
Create physical classroom environments conducive to collaborative and individual learning
Establish a culture of respect, enthusiasm, and rapport

Instruction
Hold students accountable for ambitious, measurable standards of academic achievement
Identify and address individual students’ social, emotional, and behavioral learning needs and barriers
Identify and address individual students’ development of organizational and time-management skills
Invest students in their learning using a variety of influence techniques
Incorporate questioning and discussion in student learning
Incorporate small-group and individual instruction to personalize and tailor instruction to individual needs
Monitor and analyze student assessment data to inform enriched instruction
Communicate with students and keep them informed of their progress

Professional Responsibilities
Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
Maintain regular communication with families, and work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
Collaborate with other teachers and staff responsible for the same students' learning and development
Participate in professional development opportunities at school

Qualifications
Bachelor's degree
Knowledge of subject matter being taught
Appropriate NC licensure for subject and grade level
One to two years teaching experience with prior evidence of high-progress student outcomes in relevant subjects

Critical competencies:
Achievement – the drive and actions to set challenging goals and reach a high standard of performance despite barriers
Impact and Influence – acting with the purpose of influencing what other people think and do
Initiative and Persistence – the ability and actions to do more than is expected or required in order to accomplish a challenging task
Teamwork – the ability and actions needed to work with others to achieve shared goals
Belief in Learning Potential – a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates
Planning Ahead – a bias toward planning in order to derive future benefit or to avoid problems
Job Mastery – ability to develop and acquire expertise that enables one to improve job outcomes over time

Hours
Full-time teaching position
Core subject teacher teaches multiple classes in alternating time blocks through the day
Core subject teacher has built-in planning and collaboration times to complete administrative tasks, analyze data, and plan instruction

Pay
Supplement of $4,702 in addition to salary based on district pay scale, plus benefits and opportunities for pay raises. Potential team and individual bonuses.

Reports to: Principal or Multi-Classroom Leader