



Job Posting

Position: Classroom Teacher

Grade: 2nd

Language: English Strand

Full Time/Part Time: Full Time

Start Date: August 2018

Email: recruitment@rosesinconcrete.org

Job Description

Teachers must:

- Aspire to love each and every student as if they were a member of their own family;
- Be committed to building and realizing the mission and vision of the Roses in Concrete Community School;
- Be caring, committed, and collaborative with their colleagues;
- Be open and responsive to feedback from all stakeholders (families, students, colleagues, leadership);
- See their teaching as part of a social movement bigger than their classroom;
- Feel a deep sense of commitment to students and the community that they are serving, approaching teaching in urban schools as “a way of life”;
- Be committed to continually growing as educators to seek out ways to help their students learn;
- Be ethnographers of our community to deepen understandings of challenges facing the students RiC serves;
- Work in solidarity with staff, students, and families to make RiC a center of health in East Oakland;
- Achieve high levels of student academic and social engagement and achievement;
- Create and share pedagogy that develops students’ knowledge and love of self, the ancestors, and the world around them;
- Create and share pedagogy that draws on students’ lived experiences and cultural ways of knowing in a way that is socially transformative for the student, the school, and the community;
- Motivate students across social and academic skill levels;
- Respond to academic and social-emotional needs of students in their classrooms;
- Recognize and utilize assets and community cultural wealth of all students, families, and staff;
- Utilize community responsive pedagogy to celebrate students’ humanity and help them understand their historical, material, cultural, and social contexts in order to transform them;
- Facilitate students’ ability to transition between and across multiple identities, while developing in them an awareness of the world and their position in it;
- Develop the necessary analytical, social-emotional, and academic skills so that students can effectively navigate their social conditions and mainstream culture in order to become socially, politically, and economically viable agents of social transformation;
- Engage students and families in respectful, affirming, and supportive relationships;
- Be able to establish community, family, and home-like characteristics in the classroom;
- Engage in explicit, authentically caring practices with every student;
- Be committed to annually apprenticing future teachers to serve in Oakland Unified Schools;
- Show curiosity in students’ interests, dreams, and desires.

- **Be able to commit deeply to teaching subjects alongside your Spanish co-teacher (English-ethnic studies, science, ELA, ELD; Spanish-SLA, SLD, Math) within our hybrid 50/50 dual immersion model**
- **Commit to having strong collaboration across language and grade level with colleagues**
- **Facilitate community involvement and partnership, so family members are able to learn alongside their children**
- **Nurture bilingual, biliterate, and bicultural warrior scholars**

Key responsibilities for Teachers

Teachers are expected to do the following:

- Attend and actively participate in professional development, team, and staff meetings;
- Effectively implement community responsive curriculum design and assessments;
- Actively collaborate across all professional teams;
- Set clear short-term and long-term goals to drive instruction;
- Consistently assess student progress and use those assessments to inform students and parents of progress and guide supportive interventions for students who are struggling academically, socially, or emotionally;
- Consistently implement support plans to maximize success for all students;
- Administer RiC's student policies and procedures;
- Maintain a community responsive classroom culture that amplifies student learning;
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.

Minimum qualifications

- Bachelor's degree
- California teaching credential;
- **BCLAD**
- A teacher of non-core courses may not necessarily need to hold a teaching credential but will be required to meet the expectations to be a "Highly Qualified" teacher as set forth under the ESEA;
- Demonstrated subject matter competence and successful instructional expertise with urban students of same/similar cultural and ethnic backgrounds;
- Background clearance
- TB clearance

Preference will be given to candidates that:

- **Have been trained in GLAD, SDAIE, or other language acquisitions methodology**
- **Have minimum of five years dual immersion or bilingual classroom teaching experience as a full time teacher in Oakland, or similar community;**
- Have recognition or acknowledgement in the community and/or the field for their impact on student success and achievement beyond the classroom;
- Have designed and successfully implemented culturally and community responsive curriculum;
- Have similar life experiences as our students;
- Have a willingness to become multilingual in a language spoken by our students and families;
- Have a Master's, PhD, or EdD degree
- Have National Board Certification;
- Have successfully apprenticed pre-service teachers.

In addition to the qualifications noted above, staff will also be expected to:

- Share the mission and vision of the Roses in Concrete Community School;
- Display the qualities of a master pedagogue that models best practices, is comfortable with visitors in the classroom, and can explain the programs and processes being implemented to best serve urban students;

- Model the high standards s/he has for students;
- Participate in home visits for all their students;
- Maintain loving, positive, and productive relationships with families, community, and colleagues;
- Demonstrate ability to collaborate in an effective and productive manner with all stakeholders;
- Display the will and skill to participate in effective professional learning communities as adult scholars;
- Manifest high levels of professionalism in daily business;
- Model a strong work ethic;
- Be flexible and resilient;
- Have experience using technology as a teaching and learning tool;
- Have strong verbal and written communication skills;
- Be highly organized;
- Show a consistent commitment to continuous intellectual growth, scholarship, and implementation of research and data-based practices.

Interview Criteria

Candidates interviewing for teachers positions will be assessed in the following categories:

1. Vision
2. Instruction
3. Classroom Management
4. Collaboration
5. Ethics
6. Community Engagement/Responsiveness

Salary & Benefits

See website.

If you are interested in joining the Roses in Concrete team, please visit our website at www.rosesinconcrete.org.

As an equal opportunity employer, we are committed to identifying and developing the skills and leadership of people from diverse backgrounds. We do not discriminate on the basis of race, color, gender, disability, age, religion, sexual orientation, or national or ethnic origin.