



Detroit Achievement Academy (DAA) exists to holistically support the education and development of students who have the determination, drive, and skills to shape their own path of high achievement with the ultimate goal of creating civically engaged, joyful citizens who are ready to change the world.

WHAT IT MEANS TO WORK AT DETROIT ACHIEVEMENT ACADEMY:

- Being an active participant as we develop our school culture and environment
- Having a deep commitment to social justice and equity for all children
- Engaging in significant curriculum development work
- Working hard to provide results for our students
- Working with a diverse student body
- Welcoming visitors who are interested in our school
- Being challenged to examine your work in order to increase student achievement
- Engaging in a deep and meaningful way with the parents/guardians of all students at DAA
- Having extraordinarily high expectations for all students, staff, and faculty at DAA
- Being supported by your peers, Head of School, Executive Director, and Board

GUIDING PRINCIPLES AND MINDSETS

- **Our work is active.** We learn by doing and getting our hands dirty. Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions. Adults are active guides of student learning and active members of their professional learning community.
- **Our work is inclusive and equitable.** Students and adults celebrate the diverse backgrounds of their peers. School leaders work to recruit and attract a population of families and faculty that represents different socio-economic, racial, and ethnic backgrounds.
- **Our work is excellent.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking. School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior.
- **Our work is reflective.** Students and adults reflect as they triumph and as they stumble. Students and adults offer direct and sensitive feedback to their peers. Trust, respect, responsibility, and joy in learning permeate the school culture.

POSITION OVERVIEW: LEAD TEACHER (GRADES K-5)

We are looking for extraordinary leaders and learners to join our team who:

- Teach to give students a strong foundation of academic excellence,
- Foster the social-emotional and character development of young learners,
- Build a love of learning in all students,
- Engage families as partners in our students' education,
- Commit to constant learning, reflection, and improvement of their own practice,
- Bring their passions, personalities, humor, and joy to school every day,
- Thrive in a start-up environment, and
- Are committed to equity and the belief that all children in Detroit can reach their full potential.

A Lead Teacher at Detroit Achievement Academy (DAA) is responsible for the educational and social-emotional outcomes for each student in his or her crew. Lead Teachers embrace their work with students, families, colleagues, and school leaders toward achieving our collective mission and goals. A Lead Teacher is responsible for teaching all core academic disciplines including language arts, social studies, science and mathematics. Lead Teachers report to the Head of School.

PRIMARY RESPONSIBILITIES

Curriculum/Instruction

- Implement the principles and components of Expeditionary Learning, Eureka Math, and the Responsive Classroom model. Teachers in their first year at DAA are expected to commit to learning these models by attending various professional development meetings and conferences held throughout the summer and school year.
- Work with the Head of School/EL school designer to plan four interdisciplinary learning expeditions per year using an agreed upon framework and EL Education modules. Expeditions should be designed to teach core grade level content and skills and should be anchored by authentic and well-designed projects. Expeditions should also include meaningful fieldwork and service opportunities.
- Work with inclusion staff to plan for and meet the needs of students with Individual Education Plans (IEPs) and English Language Learners (ELLs). Differentiate instruction and provide accommodations and supports as needed. Actively seek to improve knowledge and skills to better address the needs of special education students and ELLs.
- Implement a balanced literacy program that includes daily instruction and practice in reading and writing. As appropriate to the grade level and needs of individual students, implement the strategies and structures of guided reading. Support student literacy (reading, writing, speaking, listening) across the curriculum.
- Incorporate diversity and multi-cultural content into curriculum and instruction throughout the year in big and small ways. Ensure that all students see their culture(s) represented in curriculum and materials.
- Develop and revise clear criteria and standards for quality work and regularly examine student work to ensure that it meets increasingly higher standards of quality.
- Align curriculum vertically and within grade-level expectations based on Common Core standards to ensure students have access to an equitable education.

Assessment/Accountability

- Conduct ongoing assessment of student work using multiple assessment tools including anecdotal records, performance assessments with rubrics, exams, and individualized assessments as appropriate. Use assessment data to plan for instruction and to set short and long-range goals. Ensure collection and submission of data.
- Regularly analyze student data to improve and adjust instruction, ensure equity, and make program recommendations and improvements.

Social Curriculum/School Culture

- Create and maintain a physically and emotionally safe environment for students. Communicate respectfully to students at all times. Model, practice and discuss respectful, unbiased and effective communication with students.
- Uphold and support the school-wide discipline policies. Document serious and less serious infractions to the policies and seek help and support from colleagues and administrators when discipline concerns arise.
- Structure a classroom environment that is developmentally appropriate, student-centered, print-rich and well organized. Involve students in the care and maintenance of the room.

Collaboration, Collegiality and Professionalism

- Meet and plan at least weekly as a grade level team or with head of school or instructional guide to ensure consistency of program and curriculum implementation.
- Seek to resolve conflicts with colleagues as soon as they arise using the DAA staff norms. Seek support from the Head of School when needed.
- Make classrooms open to visits from other teachers, administrators, family members, prospective families and visitors to the school in ways that are not disruptive to student learning. Involve students in welcoming visitors and communicating about the program.

Professional Development

- Participate in weekly Professional Development meetings and contribute to sessions by sharing ideas and student work, offering feedback, and facilitating some sessions or discussions.
- Participate in a three-week summer professional development before students begin in the fall.
- Participate in professional development as needed or suggested by coach and/or Head of School.
- Taking all next steps aligned with Professional Development.

Parent Communication and Involvement

- Conduct student led conferences with parents three times per year for the purpose of sharing assessments and student work and making recommendations. Support students in sharing work with their parents.
- Keep parents informed about classroom activities and units of study through on-going communication that includes weekly or bi-weekly newsletters and regular updates.
- Support parents in understanding the instructional approach at DAA through regular communication. Assist with planning and facilitating at least one parent workshop per year.
- Offer opportunities for families to be involved in and out of the classroom.

Other Professional Responsibilities

- Attend and participate in school events. Teachers will be asked to attend at least two community meetings or events per year.
- Check voicemail and e-mail daily and respond promptly to requests from parents, administrators and colleagues.
- Supervise students during lunch and recess times according to an agreed upon schedule.

QUALIFICATIONS

- **Dedication to our mission:** A steadfast belief that all students can achieve at the highest levels, regardless of demography.
- **Determination:** A willingness to make things happen and a sense of urgency around educational equity for all students.
- **Strong communication:** The ability to communicate in a direct and sensitive fashion with students, parents, and colleagues.
- **Team player:** A desire to work in a team-oriented environment and collaborate with colleagues.
- **Growth mindset:** An ability to receive frequent feedback with humility and a strong desire to grow and develop as an educator.
- **Reflective attitude:** An ability to constantly reflect on student data as well as personal areas of strength and growth.
- **Flexibility:** Willingness to work in an ever-changing field and face challenges with a positive attitude
- **Professional integrity:** A personal alignment with the values and ethical standards of Detroit Achievement Academy.
- Bachelor's degree (required), Master's Degree (preferred)
- At least 2 years prior teaching experience, in an EL school or project based environment preferred
- A current, valid teaching certificate (required)
- Strong technical skills (required)

To apply, submit a cover letter and resume to: careers@detroitachievement.org

Detroit Achievement Academy is dedicated to equal employment opportunities and fair labor practices. Detroit Achievement Academy provides equal employment opportunities to all individuals based on job-related qualifications, and the ability to perform a job without regard to gender, age, race, color, religion, national origin, sexual orientation, veteran status, marital status, or disability. It is our policy to maintain a non-discriminatory environment free from intimidation, harassment or bias based upon these grounds.