

## **Downtown College Prep Alviso Teacher Job Description**

### **Executive Summary**

Downtown College Prep, Silicon Valley's first charter school, will open its second campus in the community of Alviso located in North San Jose in Fall 2008. DCP is a nationally recognized charter high school in San Jose which helps previously low-achieving students become the first in their family to succeed in college.

DCP Alviso will serve one hundred 6<sup>th</sup> and 7<sup>th</sup> graders during the first year of operation, adding an additional 6<sup>th</sup> grade class each year until the school reaches capacity as a middle/high school serving grades 6-12. DCP Alviso will provide a local, college-prep experience for students who have historically been bussed outside of their community beginning in the 6<sup>th</sup> grade.

The Santa Clara Unified School District Board of Trustees unanimously approved DCP's charter petition in February 2008. DCP Alviso will be the second campus in a network of schools serving San Jose and Silicon Valley.

### ***Mission Statement***

DCP has a single, unambiguous mission: to prepare underachieving students who will be the first in their family to go to college to thrive at four-year universities.

### ***Target Student***

DCP's educational program is based on the instructional needs of the DCP target student. Students who meet this target student profile are:

- Underachieving in core academic subjects and whose performance does not match potential
- From the first generation in the family to graduate from college

### ***Impact/Goals***

DCP has had tremendous success reaching underachieving students and preparing them to thrive in four-year colleges. DCP has graduated four classes of students; 80% of graduates are on track to earn their four-year degree. Additionally, DCP has been an agent of change within public education—spurring dialogue and action to further close the achievement gap, particularly among Latino students. DCP continues to recognize the broad need for a College-Bound vision for underrepresented populations and aspires to impact more students and communities.

### ***Students***

Every element of DCP's program is designed to support underachieving students in reaching their full potential by breaking the cycle of failure in order to succeed in high school, college, and beyond. A culture of continuous improvement has

enabled DCP to reflect and refine its methods for preparing students for the academic rigor of college as well as building a culture of self-reflection that helps students attain the confidence and emotional maturity necessary to meet the challenges of the 21<sup>st</sup> century.

DCP aspires to dramatically increase the number of students graduating from its schools and matriculating into college by strengthening its existing program as well as opening additional school sites throughout Santa Clara County. By setting high expectations, increasing academic achievement and fostering confidence, DCP intends to increase the number of students who will graduate college and return to their local communities as professionals.

### ***Local Communities***

DCP intends to have an impact beyond the classroom. Outreach programs including parent education and college guidance services will increase DCP's impact by challenging the status quo among communities where college is not a typical path. Older students will pave the way for younger siblings and cousins as they see the benefits of a college education.

College graduates often attain a higher earning power and political capital than high school graduates. Increasing the number of college graduates who return to their local communities as professionals brings many benefits to the community and demonstrates the value of a college education, further increasing DCP's impact. DCP's mission is to break the cycle of poverty with high educational attainment, prompting more DCP graduates to send their own children to college which will directly benefit the economy of the local community.

### ***Public Education***

DCP aspires to influence the public education system, to close the achievement gap, and to create a College-Bound vision for DCP's target student. DCP schools will act as centers of influence to surrounding schools and districts. DCP's collaborative approach to sharing best practices, the lab-school configuration of its schools, along with its students' successes will promote dialogue and action aimed at helping more students achieve academic success. DCP results—along with its processes for continuous improvement—will provide evidence that low-income students and students of color can thrive in college-prep environments.

### ***Brief History***

Convinced that the flexibility and accountability of a small, community-based charter school would ensure the academic success for their target student, Jennifer Andaluz and Greg Lippman conducted a pilot program in the summer of 1999 to assess the impact of a small, college-prep model on downtown San Jose youth. The DCP Summer Bridge program was extremely successful. The prep

school atmosphere of high expectations, a strict code of conduct and personalized attention did not dissuade students and families; on the contrary, students and families made a strong commitment to the program, eventually resulting in a community campaign to make DCP the first charter school in Silicon Valley.

After the DCP charter petition was unanimously granted by the SJUSD Board in December 1999, Andaluz and Lippman began to develop the school's infrastructure. DCP incorporated as a 501(c)(3) non-profit organization, and named a Board of Directors responsible for ensuring the school's continued growth as it remains accountable to its vision and success benchmarks. DCP also created strong community partnerships with San Jose State University, Tech Museum of Innovation, Santa Clara University, Catholic Charities, Sacred Heart Church, and Sacred Heart Community Service. Several local companies, including Applied Materials, Adobe, Intel, and Hewlett-Packard, also stepped forward to provide equipment, know-how, and monetary support.

### **Downtown College Prep Alviso Teachers**

DCP Alviso teachers will be instrumental in building the lasting foundation of a new school in the community of Alviso. DCP Alviso offers a chance to be a part of a committed, passionate professional team which prides itself on its ethic of collegial, collaborative work resulting in high student achievement.

Teachers are an integral part of whole-school development and accountability. It takes a particular kind of teacher to succeed in this environment, one who is constantly working to maintain the balance between unwaveringly high expectations and the personal, supportive connection that our students need with their teachers.

Teachers will be engaged in every aspect of developing the academic program, with a particular emphasis on developing the core curriculum which is highly scaffolded to close the achievement gap of our students.

We need teachers who know that our race is a marathon and not a sprint and who can reach students far below grade level and do the slow, painstaking work of building students' core skills and content knowledge to the point where DCP graduates go off to college confident and prepared.

### **Core Responsibilities:**

- Create a positive culture of high expectations for traditionally underachieving students who may be academically unmotivated or lack a personal vision of future college success.
- Plan and deliver California State Standards-based lesson plans.

- Serve as the primary curriculum/subject resource for a team of teachers. This role involves designing and communicating lesson plans, soliciting and incorporating teachers' feedback, making and distributing copies of lesson plans and curricula, developing and writing tests and answer keys.
- Possess knowledge of assessment strategies and the desire to use data to drive teaching and to modify curriculum and instruction in order to ensure continuous improvement of student achievement
- Demonstrate competence using technology as a learning tool: willing and able to integrate technology into teaching, student learning, parent communication and professional growth.
- Implement solid classroom management skills
- Investigate best practices and research-based teaching and learning strategies and share findings with teaching staff in professional development
- Document teaching curricula including unit and lesson plans, curriculum maps, final exams and answer keys, and any other documentation as may be requested or required.
- Design at least one student work exhibition per year to which students' families and the community at large are invited.
- Call or email families frequently to discuss students' progress. Meet with families as requested and/or needed.
- Attend meetings scheduled outside of the regular school day, such as parent meetings, student exhibitions, etc.

### **Qualifications:**

Be comfortable with change and ambiguity, willing to try something new if it is in the best interests of students.

Have the willingness and capacity for self-reflection to constantly improve teaching ability and invite peer feedback.

Be honest about failures, admit and take responsibility for mistakes and develop effective strategies for improvement

### **Philosophy and Work Culture**

All employees share a common vision and believe that they are part of something very important. Employees are dedicated to, passionate about, and fully committed to Downtown College Prep's mission, and they are guided by the organization's history.

Downtown College Prep employees share a sense of ownership, and take pride in its students and the organization. They engage in ongoing dialogue with one another to explore what is best for students and to determine the best practices to advance Downtown College Prep’s mission and core values. Downtown College Prep employees care for the “whole person” – colleagues and their families, students and their families – and the organization supports efforts to maintain personal and professional life balance.

Downtown College Prep employees value authenticity – doing what they say, saying what they mean, admitting and learning from missteps, clarifying what they don’t understand and communicating directly. They remain open to new ideas, give constructive feedback to managers, colleagues, students and parents, and support each other in taking action. They dedicate themselves to constant improvement and to working effectively.

Working at Downtown College Prep demands intelligence, compassion, flexibility, and the ability to reframe issues and information in ways that are meaningful for students. Employees need to be competent, mission-driven, and committed to their own continuous personal and professional growth. Employees must hold high ethical standards, and respect the dignity of every individual and the value of every Downtown College Prep position.

Downtown College Prep seeks to hire and retain talented, energetic, and committed staff members. Downtown College Prep is committed to developing its staff members and creating new and challenging opportunities for staff to grow in their skills and talents. Leadership—at all levels of the organization—is encouraged and valued.

### **Teacher Expectations**

Downtown College Prep believes that developing skilled, effective teachers is essential for Downtown College Prep to meet its mission. Effective teaching is a mixture of many factors such as artistry, psychology, content area expertise, and professionalism. Developing the most effective balance of these factors often takes many years of experience and requires patience, reflection, and the desire for continuous growth and improvement on the part of the teacher.

Downtown College Prep knows that teachers arrive with different strengths and growth areas. It is the philosophy of Downtown College Prep that excellent teaching can be learned. The school seeks to use a wide variety of evidence and data to help each teacher clearly identify his or her current level of ability and to move toward distinguished status in all areas of performance.

Downtown College Prep teachers are developed and evaluated based on the

following six California Standards for the Teaching Profession.

1. Engaging & Supporting All Students in Learning
2. Understanding & Organizing Subject Matter for Student Learning
3. Assessing Student Learning
4. Creating & Maintaining Effective Environments for Student Learning
5. Planning Instruction & Designing Learning Experiences for All Students
6. Developing as a Professional Educator

**The primary qualifications for the job include:**

- Bachelor's degree or higher
- Single subject and/or multiple subject Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold  
(In accordance with Education Code Section 47605(I))

**Start Date for All Staff:**

- Staff Development for Summer Program - June 24,25 and 26
- Summerbridge Program – June 30- July 31

**To Apply:**

Submit a cover letter and resume with references to Principal José Arreola.

- Mail to 1460 The Alameda San Jose, CA 95126 attn: José Arreola
- email to [jarreola@dcp.org](mailto:jarreola@dcp.org)

**Questions?**

- Below is a list of FAQ's along with the salary schedule.
- Call José Arreola at (408) 271-1730 ext.256
- or email to [jarreola@dcp.org](mailto:jarreola@dcp.org)

## Frequently Asked Questions for Prospective Teachers and Staff

### I. Start-up/New School Development

#### **Will teachers be able to collaborate with each other?**

Yes. Although in year one, four teachers will be teaching four different subjects, teachers will be expected to work collaboratively to develop curriculum, as all teachers will be working with the same students. To facilitate this, teachers will share a common prep period.

#### **What access will I have to technology?**

Each DCP teacher will be provided with a laptop computer for productivity work, attendance, grading, email and other necessary data services. The laptop may be taken home as required and needs to be returned to DCP at the close of the school year. DCP staff members are typically provided desktop computers unless the nature of their job requires a laptop. Mobile LCD projection carts will be available to check out for showing movies or computer presentations. Each teacher and staff member will also have his or her own personal telephone extension with voicemail capabilities. Additionally, a 25 laptop mobile lab will be available for use in a classroom.

#### **What will be my work hours?**

Our bell schedule is 8:25 – 4:15 with a shorter day on Wednesday (8:25 – 2:00). So students feel welcome, staff is expected to be on campus before students arrive and after they have left. Staff meetings are currently planned for Wednesday afternoons.

#### **Will I have my own classroom?**

Yes.

#### **What will be my non-teaching responsibilities?**

- 1) *Summerbridge*. All teachers are expected to take part in a 5-week summer-bridge program. This program is a culture-building program that all entering DCP students must take. In order to build community, it is essential that staff is a part of this culture-building time.
- 2) *Advisory*. All teaching staff will also serve roles as student advisors. To ease the transition from an elementary school environment, the advisor will be the one person that a student sees more than fifty percent of the time. Advisory periods begin every day (except Wednesday) with homework checking where the advisor will check homework completion for every class. This is also a time for students to get their materials organized with the advisor's assistance. Advisory periods also conclude every day (except Wednesday) as a time for guided homework time, team-building, or college readiness activities. Most of Wednesday's

- schedule is devoted to advisory-type activities: enrichment activities, pull-out time for students who need extra help with certain skills, class competitions, etc.
- 3) *Parent Contact.* Teachers are expected to contact parents regularly by phone or mail. By the time report cards are sent home, there should be no surprises to any parents.
  - 4) *Student Exhibitions.* Teachers will be expected to hold at least one evening exhibition per year. These are public events for families and friends to attend.

### **What opportunities do I have for professional growth?**

Although DCP Alviso is starting in the Fall 2008 with only 6<sup>th</sup> and 7<sup>th</sup> graders, the plan is to add a class each year so that we ultimately serve grades 6 through 12. Teachers interested in moving into a high school will ultimately have that opportunity, provided they have the appropriate credential. As we grow more administrative positions will become necessary for which we will one day be hiring. Furthermore, as we grow, teachers will have opportunities to loop with students (teach the same students for consecutive years).

### **Where will the school be located?**

In our first year, DCP will be sharing space at the Gardner Family Health Network, Alviso Health Center; 1621 Gold St.; Alviso, CA 95002. Alviso is located about ½ mile north of CA-237, via the Great America Parkway exit or the North First Street exit.

## **II. Salary and Benefits**

### **How does DCP's salary schedule compare with local districts and charter schools?**

DCP's salary schedule is among the highest in the San Francisco Bay Area. In Santa Clara County, DCP ranks above the 75<sup>th</sup> percentile in teacher salaries. Additionally, DCP teachers receive a \$4000.00 annual bonus for each year of service after 2 years of service at DCP. (*Salary Schedule Below*)

### **How many years of service will DCP recognize if I join the organization?**

DCP recognizes up to 7 years of service.

### **What benefits can I expect to receive as a DCP employee?**

All full-time equivalent employees are eligible to receive medical and dental benefits. DCP offers competitive benefits products—including access to plans with either Blue Cross or Kaiser Permanente. DCP seeks to support the entire family and recognizes domestic partners. DCP pays 100% of employee premiums and 50% of dependent premiums. DCP also offers a Health Savings Account

option for all employees and offers Personal Time Off (PTO) and paid sick leave, in addition to recognizing standard holidays and vacation days.

**When does benefits coverage begin?**

Benefits coverage begins 4-5 weeks after the employment start date.

**Is a California Teaching Credential required?**

DCP prioritizes hiring teachers with appropriate credentials. At minimum, a prospective teacher must be able to demonstrate participation in a program which will provide a credential.

**Does DCP have a teachers' union?**

DCP is an at-will employment organization though DCP employees have the right to collective bargaining as part of the California Department of Education Code.

**Downtown College Prep  
Teacher Salary Schedule for 2008/09**

<u>Yrs of Exp*</u>	<u>DCP 08-09 Salary Scale**</u>	
1	48,434	
2	50,249	
3	52,063	
4	53,878	
5	55,692	
6	57,507	
7	59,322	
8	61,136	
9	62,951	
10	64,765	
11	66,580	
12	68,395	
13	70,209	
14	72,024	
15	73,838	
16	75,653	
	27,219	difference between years 16 and 1
	15	steps
	1,815	step difference

*\*DCP recognizes up to 7 years of prior teaching experience upon employment at DCP*

*\*\* Does not include \$4000 annual bonus for teachers starting their 3rd year of service w/DCP*

### **III. Professional Development**

#### **What role do teachers have in making decisions about curriculum?**

All curriculum at DCP is designed by teachers. Teachers are expected to work with fellow teachers and administrators to analyze student achievement data to refine and re-work curriculum.

#### **How collaborative is teaching at DCP?**

Teachers continually work together in formal and informal ways in curriculum development and teaching. There is interdisciplinary curriculum in the core programs (History/English; Math/Science) and many opportunities for collaboration within support classes (music, art, Spanish).

#### **What kind of training and staff development do teachers and staff receive?**

Teachers receive extensive training and support as they build the culture and curriculum of the school. The Director of Best Practices works closely with the teaching staff to establish processes for standards-based benchmarking and assessment. The Human Resource Manager works the site Principal to develop opportunities for extended and personalized professional development for all staff. The daily schedule is designed to maximize teacher development through collaboration and sharing.

Additionally, teachers participate in Beginning Teachers' Support Assessment (BTSA) to clear their credential as necessary. In August, all staff participate in a one week in-service at which norms of culture, collegiality, and curriculum are established. There are in-service days throughout the school year and weekly staff meetings. Stipends are available for conferences and workshops.

#### **What kind of administrative support do teachers and staff receive?**

The Principal is involved in the observations of all teachers and staff, especially during the first year. As the school grows, the administrative team will help teachers with curriculum design, communication with families, and alignment of all aspects of their practice with the mission.