



Casa Esperanza Montessori

a dual-language charter school and preschool community

Job Description

Montessori Classroom Director/Directress

The Casa Esperanza Montessori Charter School does not discriminate because of race, color, religion, age, sex, national origin, marital status, sexual preference, or disability.

The Montessori classroom Director/Directress (teacher) guides and helps direct the children's activities academically, emotionally, ethically, and physically in a prepared Montessori classroom environment, in accordance with Montessori philosophy and CEMCS policies.

Basic Qualifications

1. CEMCS teachers meet minimum North Carolina Department of Public Instruction teacher requirements for the grade level at which they teach. At a minimum, these requirements include:
 - hold a "highly qualified" designation as defined by the NCLB act
 - hold a current license for the subject or grade level they teach or for the professional assignment they hold.
 - complete an approved education program at a regionally accredited college or university. Most out-of-state applicants may qualify through reciprocity plans that allow educators from outside North Carolina to obtain a North Carolina license.
2. CEMCS teachers hold an AMS or AMI Montessori credential for the level they teach or the professional assignment they hold, or commit to completing such a credential within 24 months of their date of employment
3. All faculty members meet school and state health requirements, including TB test, immunizations and physical exam requirements before their first day of employment.
4. All faculty members must submit documents to complete personnel file, including complete application, three references, copies of diplomas, official transcripts, proof of legal residency and work status, and state and federal criminal background check results.
5. All faculty members must be able to teach in English and Spanish or willingly work towards written and spoken fluency in both Spanish and English.

Professional Duties to COLLEAGUES

Adults will consciously work to develop close, trusting, and effective relationships with colleagues, encouraging them to bond with the larger school community. All professionals shall maintain a mature, professional relationship with the faculty and support staff at CEMCS.

1. Teachers may assist in interviewing teacher assistants for own classroom when a Staff vacancy occurs in his/her environment.
2. Classroom professionals set aside time daily to share questions and observations with daily classroom colleagues
3. Teachers shall work closely with all classroom instructors (i.e., Writing, Guided Reading, and Spanish & EC) who work with children in the group. The lead teacher is at all times fully responsible for the education of the children in his/her environment, and as such takes the lead role in complete and cosmic view curriculum development and implementation.

4. Teachers shall work closely with other classroom teachers for planning and curriculum implementation, including sharing instructional duties and team teaching of mixed groupings of students from various classrooms, as required by assignment and activity.

Professional Duties to CHILDREN and FAMILIES

1. **Safety:** A teacher is responsible for the safety and physical well-being of the children placed in his or her charge until each child has been dismissed to a responsible adult.
 - No child should ever be left unsupervised either inside or outside the classroom. Classroom ratios should be maintained at all times, both indoors and out.
 - Each faculty member's chief responsibility is to his or her students. He or she is expected to place the students' interests first above other personal and professional considerations.
 - Employees refer children who need to take medication to the school business office. The adult must verify that the school has received the parent's written permission to administer medication. Typically, office personnel shall administer medication of any kind. Regularly prescribed, non-emergency medicines shall be stored in the school office.
 - A teacher shall maintain current, accurate attendance records. Teachers shall also maintain an environment that meets or exceeds State health, fire, and childcare requirements, when applicable.
 - Teachers shall train and supervise children in the execution of fire, severe weather, crisis, and general safety drills. Emergency response routines are to be clearly established and practiced with children when appropriate.
 - Faculty shall prepare a detailed accident, incident, or discipline report in the event of an accident, incident, or disciplinary matter, documenting the details of what took place. Faculty shall take responsibility for providing copies of initial report to school office and parent on the date of the original event. After parent has signed and returned original copy, signed original copy shall be forwarded to the school office.
2. **Discipline:** A teacher is responsible for the conduct of students in his or her own Montessori classroom, including the maintenance of discipline.
 - Community Discipline: Teachers model for conduct for all students within the CEMCS community, including the maintenance of discipline.
 - All children, parents, and faculty members must always be treated with respect. Corporal punishment, the threat of corporal punishment, sarcasm, intimidation, and/or humiliation may never be used at CEMCS Montessori. Teachers should report the existence of any disciplinary problems promptly to the Head of School and arrange a meeting with the head of school and parents, if necessary.
3. **Student Evaluation:** A teacher shall review and comment in writing on student's weekly class work and maintain current, accurate academic records.
 - Following CEMCS's policies and procedures for student evaluation and record keeping, a teacher shall meet all due dates as required, including administration of periodic quantitative tests. Teachers prepare written, end-of-year progress reports for all children leaving the environment before the end of the last workday.
 - During the year, teachers shall submit accurate student records as requested by the Head of School.
4. **Parent Communication:** Regular classroom teachers hold a minimum of two conferences yearly with the parents and update written progress reports twice a year. All responses to parent questions and concerns will be within twenty-four hours of receipt of initial inquiry and will be in a way that is characterized by mutual respect and good will.
 - Teachers communicate with all parents in writing on a monthly basis in a classroom newsletter. The Head of School is copied on email communication between teachers and parents.

- Each teacher prepares and sends home a weekly communication folder, which includes school office communications, student work, and the student's weekly work plan with a place for parent-teacher communication.
- Educators consciously work to develop close, trusting, and effective relationships with parents, encouraging them to bond with both the class and the larger school community.
- Teachers shall also present to their classroom parents annually in August, a group overview of the objectives and nature of Montessori education and curriculum for children of the age range found within the class.
- Faculty assists in developing and implementing adult-orientation courses and parent information nights, as requested.
- Teachers maintain a mature, professional, respectful parent-teacher-child relationship, which recognizes the different roles of adult and child.

Professional Duties to INSTITUTION and PROFESSION

Teachers report directly to the Head of School and work directly with her on all classroom and school related matters, including annual classroom and staff evaluations. Teachers shall also adhere to professional standards.

1. Teachers shall collaborate with faculty members in the design and implementation of curriculum within the context of the school's overall program and Mission.
2. In recognition of the mission of the school as a dual-language environment which, by definition, serves children at a variety of stages of literacy in either a primary or secondary language, faculty members acknowledge the need for and agree to train to learn and implement in good faith pedagogical materials in addition to those found in a traditional Montessori setting. These additional trainings and materials will include, but may not be limited to, literacy, writing, and mathematics materials. All material will be presented according to sound Montessori philosophical principles.
3. Faculty members are self-aware, self-evaluating, and self-monitoring in identifying and solving student, curricular, and school issues. Adults will notify the Head of School immediately of personal or professional difficulties with children, parents, or staff.
4. Professionals complete the evaluation process on time and follow through on meeting annual objectives.
5. The professional school day core hours and the total hours per week are as per the Employment Compensation Package Summary (Exhibit A of the employment contract). Exceptions to these hours include full faculty meeting days, when the employee is expected to be in attendance until 4:15pm.
6. The day ends when the last child under the teacher's care has been dismissed to another responsible adult, and upon completion of other professional responsibilities, which may include, but not be limited to, professional development time; faculty, level, or classroom planning meetings; or after-school conferences with parents and/or administrators.
7. Professional days: Faculty members shall be in attendance at school on all protected work days from 8:00 am to 4:00 pm and shall participate in professional activities designated by the Head of School, which may include workshops, curriculum development, retreats, meetings, grade reporting, planning, and other professional pursuits.
8. Professional meetings: Faculty members are expected to attend all pre-announced faculty meetings and professional sessions, including:
 - Full Faculty meetings, from 3:30-4:15pm
 - Level meetings

- Department meetings
 - Committee meetings
 - Weekly professional team meetings
9. Teachers attend and assist with scheduled school and CEMCS's Parent Faculty Association (PTFA) sponsored social functions held occasionally at night or on weekends, up to one per month from July to June.
 10. Faculty assist with extra-curricular activities held during the school day.
 11. Faculty shall participate in the admissions process, speaking from time to time with prospective families--at the request of the Head of School--and assisting with the screening of visiting students
 12. Faculty shall participate in the hiring process, speaking from time to time with prospective faculty members – at the request of the Head of School.
 13. Faculty members initiate professional development, seeking out conferences, courses, and other opportunities to learn. This includes meeting state licensure requirements and maintaining current state licensure in the area of one's specific teaching assignment.
 14. Policy on Paid Leave: The School will allow faculty with one to three years of service to accrue 2 hours of personal time with pay, for every 40 hours worked. (Up to 10 days per academic year.) Forty hours of which may be carried forward if unused in part or whole by year's end. Faculty with more than three years of service will accrue 3 hours of personal time with pay for every 40 hours worked. (Up to 15 days per academic year.) Personal leave must be scheduled with and approved in writing by the Head of School. These days of leave are not convertible to salary upon separation from the school.
 15. Faculty members also receive 16 hours (2 days) to observe other Montessori/Dual Language programs and 16 hours (2 days) to prepare progress reports.
 16. Faculty members arrange for substitutes according to school policy and procedure when they take sick leave or personal leave.
 17. All faculty members maintain a mature professional relationship with the faculty, administration and staff, voicing concerns directly to the parties
 18. Faculty members follow general practices of courtesy and professionalism in speech, behavior, and appearance as outlined in school policies and procedures.

OWNERSHIP OF MATERIALS

Casa Esperanza Montessori recognizes that many of the materials for the Montessori classroom are made by hand. The following information is provided to assist with establishing ownership:

1. **School-owned materials:** All materials purchased by Casa Esperanza Montessori remain school property. This includes items purchased with instructional supply funds. All donated materials are the property of Casa Esperanza Montessori. Any materials donated to the teacher as a gift for his/her classroom are to remain the property of Casa Esperanza Montessori.
2. **Teacher-directed materials:** These include materials that have been researched and directed by the teacher but typed, cut, traced or otherwise assembled by parents or classroom assistants. The school has provided the raw supplies for these materials. These materials are thus considered the property of Casa Esperanza Montessori. When leaving the school, the

teachers should have the benefit of his/her special research and the time invested in these directed materials. Therefore, the teacher may, within the first two months of contract termination, duplicate these research materials, or, if it is unable to be duplicated, the teacher may purchase the material from Casa Esperanza Montessori at a mutually agreed-upon price. Also, papers and projects developed for Casa Esperanza Montessori-sponsored presentations become part of the school's resource file.

3. **Teacher-owned materials:** These are materials for which the teacher has provided the raw materials (such as paper, pictures, master or teacher book from which the material is made), and assembled them without the use of any parent or assistant labor. Whenever possible, teachers should purchase their own supplies if their intent is to keep these materials. When such materials are used in the classroom, laminating costs are not charged. Teacher-owned materials are to be labeled with the teacher's name or included on the teacher's personal inventory. When the staff member leaves Casa Esperanza Montessori, the school may opt to purchase these materials from the teacher at a mutually agreed-upon price.

Professional Duties to ENVIRONMENT

1. Teachers maintain a neat, well organized, and attractive learning environment and keep materials in good condition. In keeping with Montessori philosophy and practice, children assist in maintaining the environment.
2. Classroom professionals assess the needs of the class and prepare timely requests for materials, furnishings, and supplies within the framework of CEMCS's budgeting process.
3. Teachers shall update a copy of the class inventory of all equipment, furnishings, and consumable supplies assigned to his or her learning environment. The inventory will be given to the teacher in July to verify and sign, kept in the school office, returned to the teacher in May to be updated, and resubmitted to the Head one week before the last day children are in regular attendance at school.
4. Before leaving school at year's end, classroom teachers and assistants completely pack up and prepare the learning environment for summer storage. The classroom faculty, with appropriate assistance from children, may begin to pack up the classroom the last two days students are scheduled to be in the classroom.

"The real preparation for education is the study of one's self. The training of the Directress/Director who is to help life is something far more than the learning of ideas. It includes the training of character; it is a preparation of the spirit."

--Dr. Maria Montessori

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OUR MISSION

Casa Esperanza Montessori, a public charter school and private preschool, uses Montessori philosophy and pedagogy in an English-Spanish dual-language environment.

The Casa Esperanza community of families, educators and dedicated volunteers actively fosters enthusiasm for learning, independence, individual academic progress, cultural awareness and social and emotional well-being.

OUR VISION

To accomplish these goals, the Casa Esperanza Montessori community will:

- ◆ Respect the child's work of self-construction by providing child-centered, adult-facilitated Montessori education
- ◆ Commit to the academic success of Hispanic children through bilingual faculty members and instruction
- ◆ Create and maintain beautifully ordered Montessori indoor and outdoor environments which encourage the organic, affective, intellectual, and character development of children
- ◆ Encourage school-wide integration through regularly-scheduled activities designed to model nurturing, careful consideration of children of all age ranges and abilities
- ◆ Assist and encourage parents and families to be students of their Montessori child's development through family education, home visits, and family participation in cultivating the school community
- ◆ Foster joyful, cooperative, multicultural relationships amongst children, families, school faculty and the local community, through sponsoring community service, coordinating Montessori excursions, and inviting community participation in the life of the Montessori school

CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY
ADOPTED BY THE AMS BOARD OF DIRECTORS, OCTOBER, 1969. EXPANDED, 1975

As **American Montessori Society** Members, we pledge to conduct ourselves professionally and personally in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the rights of each child to have the freedom and opportunity to develop his full potential.

PRINCIPLE I - Commitment to the Student

In fulfillment of the obligation to the children, the educator:

1. Shall encourage independent action in the pursuit of learning
2. Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed, or national origin
3. Shall protect the health and safety of students
4. Shall honor professional commitments, maintain obligations, and contracts while never soliciting nor involving students or their parents in schemes for commercial gain.
5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law.

PRINCIPLE II - Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:

1. Shall support his professional society and not misrepresent its policies in public discussion.
Whenever speaking or writing about policies, the educator should take the precaution to distinguish his private views from the official position of the Society.
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession.

PRINCIPLE III - Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education.

In fulfilling these goals, the educator:

1. Shall extend just and equitable treatment to all members of the Montessori education profession
2. Shall represent his own professional qualification with clarity and true intent
3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications.
4. Shall use honest and effective methods of administering his duties, use of time and conducting business.