



**The Yuba Environmental Science
Charter Academy
(YES Charter Academy)**

"YES to Excellence in Education"

**CHARTER PETITION
Element 5**

Prepared in compliance with the terms, conditions, and requirements of
The Charter Schools Act, Education Code Section 47600, *et seq.*, and related
statutes



V. Element 5 -- Staff Qualifications

"The qualifications to be met by individuals to be employed by the school."

Education Code Section 47605(b)(5)(E)

A. Human Resources/Org Structure

YES CHARTER ACADEMY will retain or employ faculty who hold appropriate and current California teaching credentials, certificates, permits, or other documents equivalent to that which a teacher in other schools would be required to hold. These teachers will teach the core academic classes. Course areas for YES CHARTER ACADEMY are language arts, science, mathematics, health, and family & community life education, history, social sciences and geography. Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions.

YES CHARTER ACADEMY may also employ or retain non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in non-core, non-college preparatory courses and activities.

B. Qualifications of Charter Academy Employees

1. The Executive Director/Administrator

The Administrators of YES CHARTER ACADEMY shall possess leadership and organizational abilities and a comprehensive educational vision that is consistent with YES Charter Academy's commitment to the YES CHARTER ACADEMY educational philosophy.

Day-to-day administration of YES CHARTER ACADEMY is managed by the Director/Principal, and to the extent practical, in collaboration with teams of students, parents, teachers, and administrators. The Director may create school committees as needed.

Examples of possible school committees include:

- Facilities (includes site and equipment)
- Finance (includes budget and funding)
- Fundraising (includes grants and donations)
- Program (includes curriculum, assessment, and materials)

Qualifications for the Director/Principal Include:



Education/Experience:

- Required M.A. or M.S.
- Required Appropriate California Credential
- Required Minimum of four years of credentialed service.
- Desirable Five or more years of teaching/administrative experience at the elementary level.
- Clear DOJ fingerprint background check
- Clear TB test results
- Preferred experience or education in science, environment, and/or agriculture
- Demonstrated ability to work with a wide variety of community groups and organizations.

Competencies for the Director/Principal Include:

- Design – Demonstrates attention to detail.
- Technical Skills – Strives to continuously build knowledge and skills. Works with online systems to track student data. Works with state and county agencies to complete required assessments, reports, and forms.
- Customer Service – Responds promptly to staff/Council/student/family/community needs; solicits feedback to improve service.
- Ethics – Works with integrity and ethically; upholds organizational values.
- Adaptability – Manages competing demands.
- Dependability – Follows instructions, responds to Council direction; takes responsibility for own actions; keeps commitments.
- Quality – Demonstrates accuracy and thoroughness.

Abilities of the Director/Principal Include:

- Language Ability:
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from families, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format.
- Math Ability:
Ability to work with mathematical concepts such as probability and statistical inference and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Reasoning Ability:
Ability to define, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Computer Skills:



- Microsoft Word
- Microsoft Outlook
- Microsoft PowerPoint
- Online assessment/grade book/attendance programs
- Internet Explorer

2. Core Teachers

YES Charter Academy will retain or employ faculty who hold appropriate and current California teaching credentials, certificates, permits or other documents equivalent to that which teachers in public schools are required to hold. These teachers will teach the core academic classes, as described above. Teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions. The Charter School shall comply with the applicable requirements of the No Child Left Behind Act.

There is no formal salary schedule for YES CHARTER ACADEMY teachers at this time, yet we seek to be competitive with surrounding districts. Teachers are pivotal to student success at YES CHARTER ACADEMY. The teacher's ability to closely observe the child enables him/her to create the proper environment and to support the child's inner developmental timeline and preserve his/her sense of wonder and excitement toward learning. The Charter School will seek teachers with appropriate California teaching credentials or credentials from states with California reciprocity. Teachers with credentials other than the aforementioned will fulfill the following qualifications: teaching credential; no criminal record; three professional recommendations; one personally supervised administrative recommendation from a direct supervisor; and a sound knowledge of current educational philosophies.

A comprehensive training program will be identified for staff development. Prior to the first day of class each year, there will be a time for professional development and site orientation including providing strategies for EL learners. Release time is included throughout the year for further professional development workshops. Teachers will be on the front line to assure student success, and they will be held accountable for professional development. YES CHARTER ACADEMY-provided professional development will include training in current developments and understandings in "best practices in pedagogy" as well as the following topics:

- Professional responsibilities
- Fostering Learning
- Assessment and Evaluation
- Environmental Literacy
- Teaching Sustainability to Families
- Project-based Learning using Data to Inform
- Web Quest Designing & Learning

What is the job of a teacher? A teacher's job is to create understanding. That requires facilitating the learners' insights and coaching them to transfer their knowledge and skill, as reflected in significant performances involving such transfer.



What is the job of a teacher when teaching? As Mursell (1954) succinctly put it more than 50 years ago:

Successful teaching is teaching that brings about effective learning. The decisive question is not what methods or procedures are employed, and whether they are old-fashioned or modern, time-tested or experimental, conventional or progressive. The ultimate criterion for success in teaching is—results!

At YES CHARTER ACADEMY our teachers will be competent and kept up to date on the newest teaching techniques. There is a place for direct instruction, just as there is for the “guide on the side” (facilitator) model. What will the Yuba Environmental Science Charter Academy facilitators do?

They will:

- Set up issues, problems, and investigations for inquiry and discussion.
- Guide the learners in “making meaning.”
- Refrain from excessive instruction.
- Model and encourage the use of strategies and habits of mind.
- Work to make themselves unneeded.

Our teachers will be experts in education, experts in providing learning, and problem-solving coaches.

They will:

- Establish explicit performance targets clearly related to long-term transfer goals
- Show models and exemplars for all goals
- Design practice and assess progress backward from the ultimate transfer demands
- Assess from the start to see where learners are and what learning needs to focus on to accomplish goals
- Devote most of their time to having learners perform so the coach is freed up to coach
- Personalize their coaching, mindful of individual profiles (ability and personality)
- Provide ongoing feedback and immediate opportunities to use it
- Provide “just-in-time” instruction in small, focused doses (Teachable Moment)
- Adjust plans in light of unexpected or inappropriate results.
- Strive to make each learner autonomous, thus making self- assessment and self-adjustment key goals of teaching
- Set high standards, but design the work so that learners come to believe “I can do this!”
- Emphasize facilitation when conceptual understanding, the overcoming of misunderstandings, and student construction and testing of key ideas are sought
- Use coaching when skilled, fluent, and self-disciplined transfer in performance are desired in response to feedback and advice
- Offer direct instruction more on a “need to know” basis in light of clear performance goals and feedback from students' attempts to perform with their knowledge

As a rough rule of thumb, direct instruction, facilitator, and coach approaches to instruction will get about a third of the time in class, depending upon the age/grade.



Research on expertise suggests that a superficial coverage of many topics in the domain may be a poor way to help students develop the competencies that will prepare them for future learning and work. (Bransford *et al.*, 1999, p. 30)

Curricula that emphasize breadth of knowledge may prevent effective organization of knowledge because there is not enough time to learn anything in depth. Instruction that enables students to see models of how experts organize and solve problems may be helpful. (Bransford *et al.*, 1999, p. 37)

Students are most *engaged* in learning when learning:

- Is active (project-based)
- Involves mysteries or problems
- Provides variety
- Allows student choice of product and/or process
- Offers opportunities to personalize the task/challenge
- Offers opportunities to work in collaboration with others
- Is built upon real-world situations or meaningful challenges
- Uses interactive approaches such as case studies, mock trial, and group investigation
- Involves real or simulated audiences

Learning activities are most *effective* when:

- They are focused on clear and worthy goals
- The students understand the purpose of, and rationale for, the work
- Clear, public criteria and models allow the students to accurately monitor their progress
- There is limited fear and maximal incentive to try hard, take risks, and learn from mistakes without unfair penalty
- Ideas and skills are made concrete and real through activities linking students' experiences to the world beyond the classroom
- There are many opportunities to self-assess and self-adjust based on feedback
- The teacher serves as a coach and facilitator to help the learner succeed

Qualifications for the position of Teacher include:

- Four year college or university degree
- California Multiple Subject Credential
- CLAD/BCLAD or other appropriate certification for teaching English as a second language
- Clear DOJ fingerprint background check
- Clear TB test results
- Preferred experience/training in science, environment, and/or agriculture
- Preferred experience working with children, families, and diverse groups

Competencies for the position of Teacher include:

- Design – Demonstrates attention to detail.



- Technical Skills – Strives to continuously build knowledge and skills. Works with online
- Customer Service – Responds promptly to student/family/community needs; solicits feedback to improve service.
- Ethics – Works with integrity and ethically; upholds organizational values.
- Adaptability – Manages competing demands.
- Dependability – Follows instructions, responds to management direction; takes responsibility for own actions; keeps commitments.
- Quality – Demonstrates accuracy and thoroughness.

Teachers should have the Abilities to:

- Language Ability:
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from families, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format.
- Math Ability:
Ability to work with mathematical concepts such as probability and statistical inference and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Reasoning Ability:
Ability to define, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Computer Skills:
To perform this job successfully, an individual should be able to use:
 - Microsoft Word
 - Microsoft Outlook
 - Microsoft PowerPoint
 - Online assessment/grade book/attendance programs
 - Internet Explorer

3. Other Instructors

YES CHARTER ACADEMY may also employ or retain non-certified instructional staff when a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the ability to demonstrate capacity in working successfully with student instruction.

4. Support Staff



YES CHARTER ACADEMY will retain and employ non-instructional staff who possess the experience and expertise appropriate for the position as outlined in YES CHARTER ACADEMY's staffing plan and personnel policies.

5. Volunteers

Volunteers play an important role in the operation of YES CHARTER ACADEMY and as such, commitments are to be taken seriously by all. Therefore, volunteer roles and expectations will be clearly defined and mutually agreed upon as outlined in YES CHARTER ACADEMY's policy manual, currently being completed.

YES CHARTER ACADEMY may hire outside agencies and/or independent contractors for additional certificated and non-certificated personnel to assist in providing instruction, management, and support services.