



JOB DESCRIPTION

TEACHER FOR “SOCIAL BIOGRAPHERS” AFTER SCHOOL PROGRAM

Paid by Stipend: \$2,100 for full semester (60 hours)

DEFINITION:

The teachers involved are responsible for the development, planning and implementation of the curriculum. They are to facilitate dialogue and host a capstone event in which students will share their own social biography. 4th, 5th graders along with middle school students are working together to develop their “social biographies.” A “social biography” requires heightened awareness of cultural heritage, family history, geography, family role models, local heroes, commonalities between the student’s stories and that of those role models and heroes, oral language skills, interpersonal skills, and written skills. These skills will help our students to feel grounded in their pride over their rich identities and strong enough to weather the adversity that surrounds them.

In order to prepare students to serve as civic leaders in society, they require more than academic skills; they must develop their voices and own their stories and heritage. Students must be equipped to navigate our society’s complex relationship with identity, race, immigration, socio-economic status and social biases. Venetia Valley School seeks to develop an after-school opportunity for students to immerse themselves in these pressing topics in self-driven ways, and to hone their skills as “Social Biographers.” Venetia Valley is a K-8 public school with over 750 students - 86% of whom identify as Latino, and 80% of whom qualify for free/reduced lunch.

“Social Biographers” seeks to capitalize on students’ personal experiences and culture and provide them with a platform to develop and explore their voices in profoundly personal ways. This after-school initiative would target students who read at least one year below grade-level and would focus on improving students’ reading strategies and comprehension through analysis of stories of leaders who share their identity markers. The first component of the program will focus on students reading about and researching leaders with whom they identify. In the next part of the program, students will participate in presentations by local community leaders and then interview them about their life experiences. In the third component, students will write their own social biographies. This will culminate in a capstone event in which students will present their narratives/stories to peers, family and community members in the format of their choosing - poetry, essay, spoken word, etc.

DIRECTLY RESPONSIBLE TO: School Principal

EXAMPLES OF ESSENTIAL FUNCTIONS:

Participating teachers of “Social Biographers” will collaborate to develop and establish a curriculum and guide to support the project’s execution. In addition to compiling resources and building relationships with community-based organizations, the work would be captured on film with student, mentor and teacher interviews taking place throughout the initiative and footage being taken at the final capstone event. The goal for these interviews and footage would be to capture student voices as they grapple with challenging questions about identity and leadership. The program’s broader impact would include inviting more students to participate in the year to come and sharing the initiative at the school district level so as to make the “Social Biographers” program accessible to schools districtwide.

In “Social Biographers,” the process is considered as important as the outcome. In two months, students will participate in self-reflection on the self-driven nature of their learning, examine indicators of growth, including their work, written and oral personal feedback on their work from peers, mentors and adult staff. Through periodic SRI and Fountas and Pinnell assessments, including at the two month mark, program effectiveness will be measured in quantitative reading scores. Additionally, program effectiveness will be gauged through student surveys, parent participation at the capstone event, teachers’ pre/post surveys on cultural competency and through observation of students’ public speaking skills.

Participating teachers will also experience direct gains themselves as they have the opportunity to engage in professional development on cultural competency, “windows and mirrors”, instruction through facilitation, and progress monitoring.

EDUCATION/ TRAINING AND EXPERIENCE:

- Valid Teaching Credential

Board Approval:

THE SAN RAFAEL ELEMENTARY DISTRICT is an equal opportunity employer; all stages of the application, interview and hiring process are governed by the policies which actively and affirmatively ensures equality of opportunity to all persons regardless of sex, race, color, religious creed, national origin ancestry, over 40, marital status, physical or mental disability, sexual orientation, or veteran status