



Phillips Academy eSummer Teacher Job Description

June 26 – July 29, 2023*

**With up to 15 hours of virtual orientation activities (combination of synchronous & asynchronous sessions) ahead of the start of summer*

About the Program

One of the nation's premier boarding schools, Phillips Academy offers a number of summer programs for rising 7th through 12th grade students that are held on its picturesque campus just 21 miles north of Boston. Collectively they are referred to as "Andover Summer". Our flagship program, Summer Session, challenges students in an innovative five-week, residential program, and in 2020, this was supplemented by the addition of a fully-virtual [eSummer program](#). More than 20 courses are offered in eSummer, ranging from computer science to literary analysis. With strong academic records and a serious desire to spend the summer engaging in academic study, our eSummer students are challenged to develop the sort of executive functioning and academic skills that will support their future academic success.

eSummer focuses on creating personalized, mastery-based experiences for students working at their own pace and following their own interests. Courses are designed to run primarily asynchronously, with weekly 1:1 meetings between the teacher and the student to discuss their Personalized Learning Plan, as well as weekly full-group synchronous sessions, office hours, and small group Workshop sessions. With the guidance and support of their teachers, all students work toward the completion of a submission to the online Exhibition of Learning at the end of the summer.

About the Role

Teachers are charged with ensuring that students in their classes have a challenging and academically rigorous summer experience, while also making learning incredibly fun. We see teaching in Summer Session as an opportunity for teachers to innovate and experiment; there is no strict curriculum to which teachers must adhere (outside of following the general guidance provided by the course description). In eSummer, all faculty must embrace teaching using a mastery-based approach, emphasizing for students that learning is a process and progression, with the expectation that each student will begin in a different place in their skill development. Prior to the summer, teachers work with Phillips Academy staff to identify course learning outcomes and to define success criteria, create baseline assessments, and design Canvas courses organized to provide multiple pathways to learning in each of the identified learning outcomes.

During the summer, an eSummer teacher's weekly schedule includes:

- 1-2 synchronous class sessions
- 1 Office Hour
- 1 Workshop (facilitated small group support session)
- Up to 16 Learning Conferences (30-60 minute meetings, 1:1 with every student in the class, up to 16 students total)

Typically, teachers are hired to teach a single eSummer course, though some do choose to teach more than one. While the synchronous class meetings for eSummer are limited to just a few per week, teachers meet

weekly on a 1:1 basis with every single student in their class (classes are capped at 16, and most average 8-10), in order to provide a truly personalized experience, and thus the experience of an eSummer teacher is time- and work-intensive.

Guiding Principles

- Online instruction lends itself to the utilization of a **mastery-based approach** and should be planned and executed with this in mind.
- Teachers need to conceive of themselves as **facilitators of learning**, and the bulk of the work will be done in *preparation and setup*, development of *personalized learning plans* for students, and ongoing *progress-monitoring, feedback, and guidance*.
- With students all over the globe, **online courses must operate mostly asynchronously**, allowing students to access learning experiences and submit evidence of mastery at times that allow for geographic and personal variation.
- Despite needing to be structured asynchronously, online classes should still be designed with **significant opportunities for interaction and engagement**, both with peers and with the teacher.
- Submission of a contribution to the final **Exhibition of Learning** is a requirement of course completion.

Teachers' Responsibilities and Duties

Pre-Summer

- Become familiar with all materials sent in advance for your review.
- Complete required pre-employment activities including HR paperwork, background checks/fingerprinting, and completion of online trainings.
- Develop and submit set of course learning outcomes and become familiar with the eSummer at Phillips Academy mastery-based grading scale and Habits of Learning for assessment and feedback purposes.
- Participate in a series of professional development sessions (combination of synchronous and asynchronous sessions) as part of faculty orientation.
- Create a robust Canvas course, including a Student Orientation module, organized around the course learning outcomes and following the Canvas template provided by eSummer staff.
- Review the results of any pre-summer assessments for students placing into your classes, if available.
- Review the student information and files available in PCR for the students in your classes.

During Summer

- **1st Week:**
 - Administer baseline assessments and review student results (as well as other submissions through the Orientation module) and adjust rosters as needed, working in collaboration with the Assistant Director and Dean of Academics.
 - Identify and communicate any problems with class rosters or student placement to the Assistant Director.
 - Address academic integrity and expectations around avoiding academic dishonesty. Refer to the Blue Book as necessary, and ensure expectations are also outlined on the syllabus.
 - Work with each student in a 1:1 meeting to co-create a Personalized Learning Plan, designed to direct the student's progress through course learning activities. *These should be highly individualized and differentiated based on a baseline assessment.*

- **Ongoing:**

- Courses should meet synchronously ~10 times over the course of the summer (roughly twice each week), setting up times that work for all in the course. Students who cannot attend due to time zone constraints should review the posted recordings.
- Each subsequent week, hold 1:1 conferences with each student to reflect on their progress through their Personalized Learning Plan and towards mastery of the course learning goals, using a common structure, documenting progress in a Learning Tracker.
- After each 1:1 conference, share a summary of the student's progress and next steps.
- Students should be given multiple opportunities to demonstrate mastery of a particular skill or learning goal over the course of the summer, no penalties for re-submission or re-takes.
- Provide feedback on assignments regularly.
- Have direct conversations with students who are not meeting expectations about their current standing, your concerns, and how they can improve. Ensure steps are actionable and specific.
- Build relationships with students through regular check-ins, being available for extra support, communicating through email, Zoom, etc.
- Solve student issues and address concerns as they arise and escalate to Director if necessary.
- Maintain an up-to-date Canvas course with easily accessible curricular materials, assessments, and Learning Trackers
- Participate in faculty meetings.
- Collaborate with other members of the faculty.

End-of-Summer

- Write Instructor Reports for each student according to direction provided
- Submit a revised syllabus and all accompanying course materials/student work samples to the Assistant Director.
- Ensure students submit work to an online Exhibition of Learning.
- Provide feedback to Director via survey and reflection session.

Ideal Candidate Profile

- Undergraduate degree required, master's degree or Teaching Certificate preferred.
- Experience teaching grades 7-8 or 9-12 (more than 3 years of teaching experience preferred)
- Demonstrated experience and success in collaborative teaching environment
- Flexibility and adaptability in a fast-paced, dynamic environment requiring both the ability to take direction and the readiness to problem-solve
- Appreciation of the mission and culture of independent, residential, college-preparatory schools.
- Exceptional communication skills (speaking and writing)
- Exceptional interpersonal skills

****Please note that duties and responsibilities may shift depending on public health guidance, updated program offerings, or Andover Summer policies.***

How to apply:

Interested candidate may visit our employment site at the web address below to submit an application:

https://workforcenow.adp.com/mascsr/default/mdf/recruitment/recruitment.html?cid=7ddc8884-11ea-4d1a-a8a0-2e8834b6caf3&ccld=9200508496526_2&lang=en_US

Phillips Academy is an equal opportunity employer. Phillips Academy is an intentionally diverse and inclusive residential community “committed to creating an equitable and inclusive school in which students from diverse backgrounds, cultures, and experiences—including race, ethnicity, nationality, gender, socioeconomic class, sexual orientation, gender identity, religion, and ability—learn and grow together.” The ideal candidate supports the inclusive and diverse nature of the community. Any offers of employment will be contingent upon successful CORI/SORI and fingerprinting background checks as well as unrestricted authorization to work in the United States.