

SCHOOL NAME: Civic Leadership Academy

District: 24

School site: Elmhurst Educational Campus, 45-10 94th Street, Elmhurst, NY 11373

Send cover letter and resume to: hiring@CLAQueens.org

POSITIONS:

Subject to sufficient budget, positions in the school may include, but may not be limited to, the following licenses:

English Language Arts, Mathematics, Social Studies, Biology, Spanish Language Arts, Special Education, English as a Second Language, Art. *Fluency in Spanish preferred.*

DESCRIPTION:

The Civic Leadership Academy is a high school offering a college preparatory program with an emphasis on youth development through service learning. We will open in September 2008, beginning with a 9th grade. We are committed to meeting the diverse learning needs of our students and helping them excel in all academic areas. We are guided by three core values – **commitment to learning, commitment to community and empowerment** – which promote the social, emotional, and academic development of our students by helping them become independent, critical thinkers who are assets to their communities.

ELIGIBILITY REQUIREMENTS:

New York State and New York City Certification in the appropriate content area, with satisfactory ratings.

DUTIES AND RESPONSIBILITIES:

Because teacher roles in small schools are varied and complex, first priority will be given to applicants who demonstrate in their resume and cover letter experiences which demonstrate the willingness to become involved in these essential aspects:

- Participation in the welcome retreat with our intermediary, New Visions for Public Schools, on June 27, 2008. *Those who attend will be compensated according to the terms of the UFT contract. Teacher participation in the activities is voluntary, but strongly encouraged, as the activities are very important for the development of the school.*
- Participation in the Summer Professional Development and Curriculum Planning on July 7-18, 2008, July 25-August 1, 2008. *Those who attend will be compensated according to the terms of the UFT contract. Teacher participation in the activities is voluntary, but strongly encouraged, as the activities are very important for the development of the school.*
- Participation in the Summer Orientation sessions for students and parents on July 22-24, 2008. *Those who attend will be compensated according to the terms of the UFT contract. Teacher participation in the activities is voluntary, but strongly encouraged, as the activities are very important for the development of the school.*
- Develop curriculum using backwards mapping, standards alignment, differentiated instructional strategies and the integration of literacy across the curriculum.
- Communicate knowledge in an interesting, stimulating, and effective manner, using a variety of instructional methodologies, curriculum resources, technology and materials.
- Integrate technology into the curriculum and presentation of student work.

- Collaborate with fellow teachers to facilitate professional growth and develop best practices.
- Collaborate with the ESL teacher to incorporate ESL methodologies appropriate for the proficiency levels of ELL students.
- Assess students' learning in a professional manner and communicate students' progress to parents and fellow teachers in a timely manner.
- Assess student effort and learning habits through performance-based assessments.*
- Collaborate with the principal to develop an individual growth plan that will monitor progress and assess his/her effectiveness in enhancing student achievement.
- Serve as an advisor to a small "advisory group" of students throughout the year. Being an advisor includes consistent contact with parents; orienting students to the programs of the school; implementing the school advisory curriculum; and assisting students to develop and implement academic goal plans.**
- Work collaboratively with partner staff to develop understanding of service learning and youth development and incorporating concepts from both areas into the curriculum.***
- Willingness to participate in professional development and at least one in-house school committee. *Advance notice of the dates will be supplied, and those who attend will be compensated according to the terms of the UFT contract. Staff participation in the activities is voluntary, but strongly encouraged, as the activities are very important for the development of the school.*

* For an understanding of performance-based assessment, read Jackie Ancess, Linda Darling-Hammond, or Fred Newman.

** For an understanding of advisory, read Kathleen Cushman or Carol Miller Lieber.

*** For an understanding of service learning, read Katherine Berger Kay.

SELECTION CRITERIA:

The successful candidate will demonstrate:

- Expertise in content area.
- Ability to motivate, stimulate, and challenge students toward a high level of achievement through rigorous academic standards.
- Understanding of and sensitivity to the emotional, social, and academic needs of a diverse group of students with diverse needs.
- Ability to use the community as an extension of the classroom.
- Ability to design and implement curriculum using the framework of Wiggins and McTighe and to teach lessons that are student-centered, inquiry-based, and experiential.
- Demonstrated ability to use "performance-based assessment" techniques.
- Willingness to plan and teach hour-long classes or longer class blocks where appropriate.
- Ability to integrate reading strategies and writing activities into daily class routines in all subject areas.
- Ability to work collaboratively with parents.
- Ability to provide effective instruction using ELL techniques with ELL students preferred.
- Experience working with students with various needs using differentiated instruction strategies in the classroom.
- Commitment to developing an individual growth plan in collaboration with the principal that will monitor progress and assess his/her effectiveness in enhancing student achievement.

- Willingness to participate in professional development activities and collaborate with peers.
- Willingness to participate in the governance structures of the school.
- Willingness and ability to participate in a team-teaching model.
- Experience in or willingness to conduct advisory classes.
- Documented record of satisfactory attendance and punctuality.
- Excellent oral and written communication skills.

In addition to the above, each candidate must submit:

- A detailed resume that shows the candidate's aptitude and ability to fill the posted job description.
- A detailed cover letter expressing your desire to work at the Civic Leadership Academy.
- A written philosophy of education.
- One written observation from your supervisor or principal.
- One letter of recommendation from your supervisor or principal or a list of 3 references.
- A sample unit with a lesson plan that you designed and implemented with your students. The lesson plan should be hands-on and student-centered, preferably interdisciplinary in nature and/or include an integration of technology.
- The previous year's rating sheet, if applicable.

WORK SCHEDULE AND SALARY:

As per Collective Bargaining Agreement