

Organization

Center City Public Charter Schools is seeking enthusiastic educators to fill the ESL Teacher positions throughout our six campuses. Now in its fourth year, Center City PCS is a six-school consortium of charter schools committed to transforming urban education for all students in Washington, DC.

Center City PCS believes that small schools and top quality leaders make for excellence –excellence in instruction, management, and student learning. With an organizational emphasis of character, excellence, and service the organization seeks to recruit and retain dynamic leaders in its efforts to reform urban education.

The Role of the ESL Specialist

A Center City PCS ESL Teacher models a learning environment imbued with high expectations and rigor ensuring all students realize high levels of academic and character development. Lead teachers are expected to mentor new teachers, work closely with instructional specialists, contribute to Center City's wider learning community and collaborate with staff and families to achieve excellence in character, academics and service for every scholar. In addition to the faculty member expectations described below, there may be additional responsibilities required as scholar needs arise. ESL Teachers report to the school principal and the Center City ESL Coordinator.

A Center City PCS ESL teacher is expected to: Collaborate with the general education teacher to create an environment that is rich with high expectations and rigor combining specific and constant reinforcement of scholar work and effort.

1. **Maintain a classroom culture** that represents Center City's high expectations for every scholar and its core values. ESL teachers are expected to provide recommendations to general education teachers on how to provide relevant, specific and timely feedback to English Language Learners (ELLs) on their effort, behavior and work quality. ESL teachers promote awareness of cultural and linguistic differences in the classroom and foster respect and value for those differences.
2. **Co-plan and co-teach daily, effective, and differentiated instruction**, based on Center City PCS' rigorous academic standards, Center City PCS curriculum framework, WIDA English Language Proficiency (ELP) standards, student assessment data, and the Sheltered Instruction Observation Protocol Model (SIOP).
 - Support general education teachers in addressing language objectives that are closely connected to the academic content and is aligned with Center City PCS academic standards, in order to accelerate language proficiency and academic achievement for ELLs.
 - Develop and revise clear criteria and standards for quality work and examine student work regularly to ensure that it meets increasingly higher standards of quality.
 - Collaborate with teachers to modify formative assessments for ELLs and to provide accommodations in summative assessments as appropriate.
 - Support teachers' planning of meaningful service and learning projects by suggesting appropriate activities and field trips that benefit our ELLs and promote cultural and linguistic awareness in the classroom and school community.
 - Participate in multi-disciplinary team meetings, STAT and IEP meetings that involve ELLs.

- Ensure coherence in students' educational programs by coordinating instruction, discussing student work, and sharing best practices with General Education Teachers and Inclusion and Literacy Specialists.
 - Collaborate with general education teachers, consultants and specialists, inclusion staff, and teaching fellows where applicable, in the planning and implementation of learning experiences.
 - Review teachers' lesson plans and offer ideas and suggestions to develop English proficiency for ELLs.
 - Develop, monitor, and support implementation of goals and objectives of instructional plans for ELLs using W-APT, WIDA ACCESS, and other student assessment data.
 - Administer, score, and report results of W-APT and WIDA ACCESS to ensure compliance.
 - Use a variety of instructional strategies, including pull-out, push-in, and sheltered instruction, to support student learning.
3. **Engage parents and families** in their child's academic success. Keeping with the principle that the primary relationship between the school and a family is through the classroom teacher, ESL teachers are to:
- Act as a liaison between ELL students, parents/caregivers, and schools by encouraging parent partnerships and helping general education teachers maintain positive communications regarding student's progress, success, and needs.
 - Support general education teachers with the regular collection and organization of samples of ELLs' work from varied subjects to share with families.
 - Prepare scholar progress reports 4 times per year based on the goals and objectives of instructional plans for each ELL.
 - Participate in parent conferences when necessary for the purpose of sharing assessments, student work, and recommendations for ELLs.
 - Collaborate with other staff to plan family events at the school and citywide.
4. **Participate actively in Center City's learning community.**
- Provide on-going staff development as is necessary and/or requested on the second language acquisition and acculturation processes, sheltered instruction, the latest research, and most effective practices in teaching English language learners.
 - Participate in Center City PCS professional development workshops, including the Summer Professional Development Institute (2 weeks for returning staff, 3 weeks for new staff) and ½ Fridays throughout the academic year.
 - Observe other teachers and facilitate observation of own classroom by other staff and administrators.
 - Participate in weekly grade-level planning sessions that involve instructional planning, discussion of student work, and curriculum development.
 - Participates in weekly collaborative planning meetings with general education teachers in anticipation of co-teaching/implementation of inclusion model.
5. **Maintain high professional standards** that contribute to school productivity:
- Maintain an accurate inventory of ELLs' data, including placement tests and WIDA ACCESS scores, as well as other authentic formative assessment such as anecdotal notes and portfolios.
 - Keep a precise inventory of ESL materials.
 - Participate and assist as needed in the annual school review process, charter school monitoring, school evaluations, and other school compliance procedures.
 - Participate in interviewing potential new staff members during the hiring process.
 - Participate and assist as needed in scholar recruitment activities.
 - Participate and assist in administering student placement assessments, including summer testing dates.

- Follow school-wide procedures for communication, including checking email twice daily, reading staff announcements and checking the mailbox every morning, returning phone calls within 24 hours, and using a calendar system to track appointments.
- Follow school-wide procedures for attire, behavior, and punctuality. Teacher hours 7:30AM – 4:30PM.
- Attend and participate in occasional school events outside of regular school hours.

6. **Qualifications**

- Must possess the ability to establish and maintain effective working relationships with school colleagues, school administrators, parents and students.
- Has a bachelor's degree in an applicable subject area, as appropriate
- Applicants must have a strong desire to impact student achievement and enjoy working with children;
- Ability to work with diverse populations;
- Able to work effectively with students, parents, administrators, colleagues, community, and other school system staff
- Proficiency with Microsoft Word, Excel, Publisher and Outlook
- Flexibility and a desire to work as part of a team
- Demonstrates classroom leadership (observation or practice teaching during interview)
- Demonstrates proficiency with curriculum and materials of instruction in field of specialization
- Able to work effectively with students, parents, administrators, colleagues, community, and other school system staff
- Able to infuse technology into curriculum
- Possesses excellent oral and written communication skills
- Has a grade level and subject area Praxis, as applicable

To Apply:

The ESL Teacher is a full-time position of Center City PCS. Each specialist must comply with the rules and regulations of Center City PCS. Interested candidates should apply using the Center City PCS Online Application, which can be accessed at: <http://www.centercitypcs.org/employment-application/>. Please upload a current resume and a cover letter addressing your interest in Center City PCS and your ability to increase student achievement into the online application, as well as any additional documentation.

More information about Center City Public Charter Schools may be found at: www.centercitypcs.org

Center City PCS is an equal opportunity employer.