

Teach with Center City Public Charter Schools: Join the Middle School Science Team



Center City PCS is actively seeking experienced master science teachers for the 2012-13 school year. A Center City PCS 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. Teachers report to the school principal.

A Center City PCS science teacher is expected to: Create an environment that is rich with high expectations and rigor combining specific and constant reinforcement of scholar work and effort.

- 1. Create a classroom culture** that represents Center City's high expectations for every scholar and its core values. Teachers are expected to provide specific and timely feedback on scholar effort, behavior and work quality, practicing Responsive Classroom techniques, displaying recent high-quality student work, and maintaining a classroom that is designed and organized for maximal student learning.
- 2. Plan and deliver daily effective differentiated instruction**, based on Center City PCS' rigorous academic standards, student assessment data, and Center City PCS curriculum framework.
 - Design and implement daily lessons that engage all learners, fit in with a long-term learning plan, follow the Center City PCS lesson plan format, and are aligned with Center City PCS academic standards.
 - 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.
 - Conduct and organize on-going assessments of student performance using multiple assessment tools including standardized tests, performance assessments, anecdotal records, portfolios, and individualized assessments as appropriate.
 - Plan three learning expeditions based on content area incorporating meaningful fieldwork, service, and the development of high-quality student products.
 - Participate in multi-disciplinary team meetings, STAT and IEP meetings, ESL and other student-centered meetings.
 - Implement academic, social, or behavioral interventions and accommodations for individual students.
 - Ensure coherence in students' educational programs by coordinating instruction, discussing student work, and sharing best practices with Inclusion, Literacy, and English Language Learner specialists.
 - Collaborate with grade-level partners (colleagues, consultants and specialists), teaching fellows where applicable, and inclusion staff in the planning and implementation of learning experiences.
 - Use a common lesson plan format, turn-in weekly lesson plans to Principal and collect plans in a format that colleagues (e.g. a teaching fellow, specialist, or substitute) can access easily.
- 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, teachers are to:
 - Foster a relationship with families beginning with an introductory phone call at the start of the year and maintained with a monthly newsletter that keeps parents abreast of classroom activities, academic units, and other announcements.

- Regularly collect and organize samples of students' work from varied subjects to share with families.
- Prepare scholar progress reports 4 times per year using standards agreed upon by the Principal and Central Academic Office staff.
- Conduct conferences with parents 3 times per year for the purpose of sharing assessments, student work, and recommendations.
- Engage parent volunteers in Center City's "Service" objective as class and project volunteers.
- Collaborate with other staff to plan family events at the school and citywide.
- Contact and follow up with families on attendance and tardiness issues in accordance with Center City's school policies.

4. Participate actively Center City's learning community.

- 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.

5. Maintain high professional standards that contribute to school productivity:

- Maintain an accurate and up-to-date record of student attendance and inventory of classroom 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 – 5:00PM.
- Attend and participate in occasional school events outside of regular school hours.

6. Qualifications

- Has a bachelor's degree in a mathematics, engineering, or applicable subject area
- Highly-qualified teacher, with grade-level and subject area passing Praxis scores
- Minimum of 2 years of urban teaching experience
- Demonstrates ability to use data to assess student learning, with evidence of growth
- Demonstrates classroom leadership (observation or practice teaching during interview)
- Possesses knowledge of CCPCS goals and objectives, recent teaching trends and research
- 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

Application Instructions

Interested candidates should apply using the Center City PCS Online Application, which can be accessed at: <http://www.centercitypcs.org/employment-application/> . Please upload 1) a current resume and 2) a cover letter addressing your interest in Center City PCS into the online application. In the space allowed for additional attachments, please upload 3) a response to the below questions, as well as any additional documentation.

Writing Prompt

Please ensure that you complete this in a separate word or PDF document and submit it as an attachment to your application. Incomplete applications will not be reviewed.

- I. At Center City PCS, “Character, Excellence, and Service” are the three tenets of our mission. Everything we do stems from one of these core principles. Please tell us how your teaching practice and career milestones align with one of those values. Please be specific. (250 words).

- II. We are interested in learning about the goals you set for you students and how you track your student’s data, learning, progress, and level of achievement.
 - a. Briefly describe the variation in performance levels within one of your classes at the beginning of the 2012-13 school year (or your most recent school year as a teacher). Please start with the grade level and subject. (100 words)
 - b. How did you know? (100 words)
 - c. What goals did you set for your student in the class you described in Part A? (75 words) What were their results?

- III. Please describe what students are doing from the moment you begin to transition into your first class of the day (math or literacy) through the first ten minutes of the instructional period. Please indicate the number of minutes spent on each activity. Be sure to include what you are doing as appropriate. (If you do not have formal experience as the lead teacher in a classroom, please answer these questions by focusing on the first 10 minutes of one of your recent lessons). (250 words)

COMPENSATION

Center City PCS offers a highly competitive salary, bonus and benefits package. Center City PCS is an equal opportunity employer.