

TEACHER

SCHOOL NAME: Cornerstone Academy for Social Action Middle School

District: 11

School Site: Rosa Parks Educational complex, 3441 Steenwick Avenue, Bronx NY, 10475

Send Cover Letter and resume to: cornerstonemiddle@gmail.com,

Deadline to apply: April 24, 2009

POSITIONS:

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

- English Language Arts, Mathematics, Social Studies, Science, Technology Physics, Special Education, Spanish and ESL. Dual certification in ESL/Special Education and content area preferred.

DESCRIPTION:

Cornerstone Academy for Social Action Middle School's philosophy is that it is the school's responsibility to work collaboratively with families and the community to meet the academic and social needs of students. The accelerated academic program which includes four regents exams, allows students to graduate from Cornerstone Academy for Social Action Middle School with up to 8 high school credits. With the experiential learning program, students will participate in weekly service learning opportunities within the larger New York City community. This will enable students to develop relationships with local businesses, organizations and higher education institutions, and have hands-on learning experiences. Further, service learning enriches student's understanding of the world around them as they continue to develop as well rounded citizens. The Advisory program provides a holistic health, character education, and social justice curriculum. Through the cognitive literacy focus, students will learn the essential skills of note taking, generating questions, responding to literature and discussion, and submitting reports, in all subject areas. This gives our students the opportunity to organize their thinking and express their emotions around academic and real life content via skills that will endure for the rest of their lives.

School staff is encouraged to attend summer retreat and participate in after school tutoring programs (*Compensation according to the UFT contract and advance notice will be provided. Staff participation in this activity is voluntary, but strongly encouraged, as it is very important to the development of the school*)

ELIGIBILITY REQUIREMENTS:

New York City certification in the appropriate content area, with satisfactory ratings

DUTIES AND RESPONSIBILITIES:

Roles in small schools are varied and complex and serious consideration will be given to applicants who demonstrate through their resume and cover letter experience and/or willingness to become involved in these essential aspects:

- Collaborating in an inter-disciplinary planning and teaching team with an emphasis on course design using backwards planning models. For more information about backwards planning see Wiggins and McTighe.
- Practicing an open-door policy and developing best practice pedagogy to facilitate professional growth and collaboration

- Knowledge of contemporary issues in respective content areas.
- Initiate partnerships and mentoring relations with college personnel and faculty to enhance school experiences and develop external learning experiences
- Ability and availability to co-ordinate special programs

SELECTION CRITERIA:

The successful candidate will demonstrate:

1. Demonstrated success in incorporating reading writing, listening and speaking strategies in daily routines and classroom instruction
2. Demonstrated success in incorporating hands-on and co-operative learning activities
3. Demonstrated success in monitoring and analyzing data to drive instruction and increase student achievement
4. Ability to develop interdisciplinary project/problem based learning units utilizing a backwards planning design model. For more information about backwards planning see Wiggins and McTighe
5. Excellent classroom management skills. For more information see Henry Wong, First Days of School
6. Use of differentiated instructional techniques, project-based learning, and the Workshop Model to facilitate the accommodation of varied interests, intelligences, abilities, and learning styles. For more information see Tomlinson and McTighe
7. Use of on-going formative assessments to provide weekly or bi-weekly numeric and/or narrative feedback to each and every student
8. Demonstrated success of effective communication and collaboration with colleagues, parents, students, etc
9. Experience and/or willingness to lead an advisory group. For more information on advisory see Carol Lieber's "The Advisory Guide"

In addition to interview and resume, teacher candidates must present a teaching portfolio including evidence of curriculum planning such as and lesson plans, and any teaching artifacts collected throughout their teaching career and a demo lesson. Artifacts may include student work, images of student work and presentations. Applicants must also provide three professional references.

WORK SCHEDULE AND SALARY

As per Collective Bargaining Agreement