

## TEACHER SAMPLE

**SCHOOL NAME:** The Pelham Academy for Academics and Community Engagement

**District:** 11

**School Site:**

**Send Cover Letter and resume to:** [pelhamacademy@gmail.com](mailto:pelhamacademy@gmail.com)

**Deadline to apply:** April 27, 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, Physics, Special Education, Spanish and ESL. Dual certification in ESL and content area preferred.

### DESCRIPTION:

The Pelham Academy for Academics and Community Engagement is a community middle school committed to providing a range of opportunities, resources and supports geared toward the academic, social and emotional development of all learners. By combining a rigorous academic curriculum with critical social and emotional supports, enduring family engagement and a scaffolded service learning component, our students are equipped with an array of knowledge and skills that will enable them to be viable at a college preparatory high school and beyond. *We are preparing for life* is our motto and what guides our practice. Our teachers are driven by the unwavering understanding that all students can achieve at high levels. They work as part of a learning community that consists of students, teachers, faculty, parents and the community to ensure that our students get what they need to compete and succeed during this time of great uncertainty. We are looking to enhance our community with individuals of like mind who are inspired by our vision and mission and are motivated by the thought of preparing urban youth for life after middle school. **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, cover letter and references the readiness to commit to our vision of a community school that supports the academic, social and emotional development of all learners and the experience and willingness to become involved in the following vital aspects of our school culture:

- Teach content area in a general education setting as well as in a collaborative environment for ELL students (w/ESL teacher) and CTT setting for special needs students (w/special education teacher)
- Serve as a faculty-advisor to a small “advisory group” of students at least twice per week throughout their stay at the school. This includes consistent parental contact with the parents/guardians of advisory students. as well as implementing the schools advisory curriculum. (For an understanding of Advisory/Family Groups, read Kathleen Cushman)

- Participate in periodic learning walks, fish-bowls and other peer to peer collaborative teacher development in addition to weekly professional development (during the school day) with the expectation that expertise gained will be used to co-train the next cohort of teachers
- Work collaboratively with personnel and faculty of school partners to enhance school experiences for students by developing external learning experiences and an elective course based on expertise and student interest
- Participate in at least one in-house school committee and/or serve as a faculty advisor to student clubs or coordinate special programs - *Advance notice of the dates will be supplied, and 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*
- Commitment to developing an individual professional growth plan to enhance student achievement

### **SELECTION CRITERIA:**

The successful candidate will demonstrate:

- 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
- Demonstrated success in incorporating reading and writing strategies in daily routines and classroom instruction
- Demonstrated success of working collaboratively with colleagues and parents/caregivers;
- Demonstrated commitment to professional growth;
- Commitment to willingness to work collaboratively to support student academic and personal development

In addition to interview, teacher candidates must present a teaching portfolio, which may include, a resume, evidence of philosophy of education, evidence of curriculum planning such as course outline and lesson plans, and any teaching artifacts collected throughout the teaching career. Teaching artifacts may include student work, images of student work and presentations, and curriculum development examples. Applicants must provide three references.

### **WORK SCHEDULE AND SALARY**

As per Collective Bargaining Agreement