

RE: RTA VACANCY

TO: All Certificated Staff

Vacancies exist for teachers for Early College High School (Secondary). To qualify for the positions candidates must have valid NYS secondary teaching certification.

EDUCATION, EXPERIENCE, AND CERTIFICATION

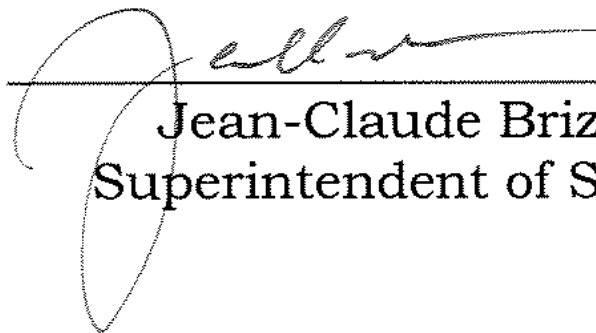
- Bachelor’s degree for provisional certification and appropriate additional graduate work for permanent certification
- NYS Teaching certificate for Secondary
- Experience with a range of literacy, mathematics, social studies, and science curriculum.
- Experience pulling in outside experts in a particular field to support particular studies
- Experience using fieldwork to support the current area of study
- New York State Teaching Certificate in subject area
- 3 years teaching experience preferred

Interested candidates should send a letter of application and resume to LoWan Brown, Director of Recruitment, Human Capital Initiatives Department, by **March 19, 2010**. All applications must be approved by the Human Capital Initiatives Department and the appropriate Central Office administrator before a candidate is eligible to be interviewed by the school personnel.

PLEASE POST

LOWAN BROWN
Director of Recruitment

This notice is approved as an exception to the freeze



Jean-Claude Brizard
Superintendent of Schools

**CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK
JOB POSITION DESCRIPTION**

Secondary Teacher	2010
Position Title	Date
Early College High School	Principal
Location	Reports To

- Agree to master college expectations in course content areas to infuse into HS curriculum
- Commitment to create course syllabus with clearly articulated outcomes.
- Ability to immerse international curriculum into subject area.
- Agree to be observed teaching on two occasions by ECHS principal and/or designee in current teaching assignment.
- Proof of Academic Intervention Plans (AIS) of three current students
- Agree to post student work on a regular basis and complete bulletin boards that showcase student success.
- Ability and experience in differentiated instruction.
- Experience and artifacts of project based learning conducted.
- Agree to mentor students during portion of advisement period.
- Experience in fostering parent involvement.
- Ability to work collaboratively with community partners.
- Utilization of workshop format when teaching.
- Commitment to lead or support school clubs, programs and events.
- Commitment to participate in summer professional PD for up to 10 days.
- Agree to return weekly graded work to students and to conduct short cycle exams on a regular basis.
- Seek out authentic ways to integrate special subject areas into the curriculum.
- Support students for preparation of public exhibitions of work.
- Employ a range of effective instructional practices (active pedagogy) to give students the support they need to complete rigorous expectations and meet standards.
- Develop classroom expectations that align with school character traits.
- Prepare students for and participate fully in student led conferences.
- Integrate opportunities for character development into classroom instruction.

- Be willing and able to collaborate with peers in the development of curriculum and school structures.
- Be willing to give and receive support from peers to improve teaching practices.
- Attend and take full advantage of professional development
- Make data driven decisions about what instruction will best support students.
- Use data to assess your own performance and set individual improvement goals
- Work with school leadership team to evaluate school performance and set school improvement goals
- Commitment to a multidisciplinary/integrated approach
- Develop portfolio, passage and graduation requirements with students

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

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