

RE: RTA VACANCY

TO: All Certificated Staff

Vacancies exist for teachers for Expeditionary Learning Schools (Secondary) Integrated Arts and Technology High School. To qualify for the positions candidates must have:

EDUCATION, EXPERIENCE, AND CERTIFICATION

- Bachelor's degree for provisional certification and appropriate additional graduate work for permanent certification
- 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 2 years teaching experience preferred

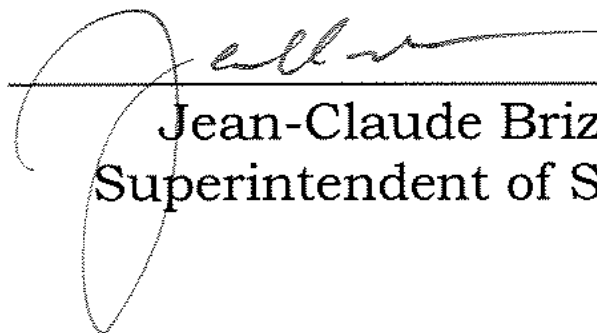
Job description attached.

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
Expeditionary Learning Schools**

Position Title

2010

Date

Integrated Arts and Technology High School

Location

Principal

Reports To

FUNCTIONAL DESCRIPTION OF UNIT: Schools that use the Expeditionary Learning schools (EL) model teach through learning expeditions which are the primary way of organizing curriculum. Learning expeditions feature linked projects that require students to construct deep understandings and skills, and to create products for real audiences. ELS must have active and engaging classrooms that promote equity and high expectations. EL schools operate on the notion that all community members are crew and not passengers. This means that teachers model and foster outstanding character through challenging academic work, service, and the expectation that students are courteous, respectful, and compassionate. The staff culture is characterized by a committed and reflective group of intellectuals and practitioners who are open, direct, and proactive. The schools are small communities where everyone takes leadership roles to improve our practice and our program. A key component of this work is collecting and analyzing student data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Professional development is embedded into the daily fabric of the school and staff participates in professional development, including RCSD contractual meetings, weekly grade level meetings, and other designated meetings established by the school. These professional development sessions will focus on developing high yield instructional practices, learning and implementing the workshop model, looking at student data with colleagues and using the data to refine instructional practices to better support students. In addition to ongoing professional development, all new staff will receive additional training to become familiar with school expectations and operations. Training for new staff will include required EL summer institutes or summits, as well as, building level planning days.

ESSENTIAL FUNCTIONS: 7th Grade through 12th Grade

- Design, Implement and evaluate expeditions as the primary means of organizing curriculum. Expeditions must align with district and state standards and the school curriculum map.
- Seek out authentic ways to integrate special subject areas, technology and the arts into the curriculum.
- Arrange and facilitate well-planned fieldwork experiences to support expeditions.
- 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 projects and meet standards.
- Focused implementation of the workshop model of instruction

- Develop classroom expectations that align with school character traits.
- Develop and integrate technology to enhance student learning.
- Prepare students for and participate fully in student led conferences.
- Integrate opportunities for character development into classroom instruction.
- Participate fully and positively in the staff culture of the school.
- 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 to evaluate school performance and set school improvement goals
- Develop deep understanding of grade level curriculum and an interest in constructivist teaching
- Develop deep understanding of child development
- Commitment to a multidisciplinary/integrated approach
- Willingness to design standards based learning expeditions, including identifying and preparing materials
- Willingness to work on a team and participate in daily planning meetings
- Willingness to loop between grades
- Collaborate in the design, implementation, and evaluation of "intensives"(multi day courses offered between semesters)
- Develop portfolio, passage and graduation requirements
- Prepare students for and participate fully in projects.
- Develop and implement detailed plans for advisory crew
- Willingness to assume leadership in the development of your area of expertise to be taught by all members of your team
- **New teachers to the ELS process will be expected to full participate in professional development including two-5 day ELS Secondary Institutes, and 5 on-site building days**

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

EDUCATION, EXPERIENCE, AND CERTIFICATION

- Bachelor's degree for provisional certification and appropriate additional graduate work for permanent certification
- 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
- 2 years teaching experience preferred

ADA Update 3-9-09