



POSITION: 4th Grade Teacher
Reports to: Principal
Start Date: 8.17.15

About Us

Creative City Public Charter School (CCPCS) is a progressive charter elementary school that offers a **place-based (project-based)** and **art-integrated** instructional program. Our school, founded by a group of parents, opened in the fall of 2013.

We are devoted to forming a **diverse cooperative community** (including shared governance). The leadership of the school will consist of a Board of Directors made up of community members, teachers, parents, the Principal (in charge of teachers and instruction), and the Executive Director (in charge of outreach and fundraising).

Our Mission

The Creative City Public Charter School will use Baltimore City's natural and built environments and communities as a learning foundation. Our elementary school, where teachers, students, and parents will share governance and cooperate on curriculum and community decisions, will build on the inquisitive nature of children to drive the project-based, arts-integrated curriculum, developing self-directed critical thinkers.

General Job Description:

Teachers are responsible for developing and implementing the CCPCS place-based and arts-integrated curriculum based on the Common Core State Standards. Teachers are responsible for creating a classroom community based on the principles of Responsive Classroom. Teachers at CCPCS are stewards of the mission of the school and work to build strong relationships with students, parents, and the community.

Roles and Responsibilities:

Curriculum and Instruction

- Plan and conduct daily lessons in Language Arts and Math that reflect the core elements of the CCPCS curriculum
- Implement Universal Design for Learning as a framework for differentiating instruction

- Plan a balanced program of instruction, guided practice, and independent exploration that provides students with opportunities to observe, question, and investigate.
- Provide unbiased instruction that reflects multiple perspectives and multicultural education
- Establish clear objectives for all lesson and communicate those objectives to students
- Implement IEPs for students with special needs according to special education law and guidelines
- Plan and implement Response to Intervention strategies to address specific student needs
- Differentiate instruction to address the needs of all students
- Work with teammates to prepare outlines and objectives for units of study and trimester themes, following curriculum guidelines
- Incorporate technology in instruction and practice to expose students to and build upon 21st Century Skills
- Collaborate with other teachers and administrators in the development, evaluation, and revision of curriculum and instructional strategies
- Organize and lead activities designed to promote physical, mental and social development, such as games, arts and crafts, and music
- Plan and supervise class projects, field trips, service learning projects, visits by guest speakers or other experiential activities, and guide students in learning from those activities
- Collaborate with community partners and actively participate in outside programming so that the learning objectives are integrated into the curriculum
- Collaboratively plan and implement the classroom instruction and behavior management with a paraeducator.
- Middle Grades only: Facilitate one Advisory Period at the beginning of each day with a small group of students
- Middle Grades only: Plan and facilitate one unique and enriching Intensive session each trimester, focusing on a specific skill and/or topic, working with a small group of students

Assessment

- Observe and evaluate students' performance, behavior, social development, and physical health
- Prepare, administer, and evaluate projects, processes, and assignments using the Work Sampling System (or equivalent in middle grades) in order to evaluate students' progress towards instructional and school-wide performance goals and grades
- Complete trimester developmental and academic Work Sampling System checklists to assess students progress
- Administer standardized tests, and interpret results to determine student strengths and areas of need
- Use assessment to inform instruction and Response to Intervention

Classroom Management

- Use the Responsive Classroom method and others to establish and enforce rules for behavior and procedures for maintaining order among a diverse student community
- Maintain a safe environment and monitor students in the use and care of equipment and materials

Communication

- Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs
- Be able to speak fluently to parents/guardians and community members about the values and objectives of the core elements and curricular approach.

Administration

- Select, order, and inventory classroom equipment, materials, and supplies
- Perform administrative duties such as assisting in hall, cafeteria monitoring, and dismissal
- Managing and communicating expectations for volunteers in the classroom
- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations
- Attend staff meetings, and serve on committees as required
- Enforce administration policies
- Prepare reports on students and activities as required by administration
- Meet with other professionals to discuss individual students' needs and progress.

Qualifications

Teachers should:

- Be passionate about progressive education, collaborative governance, improving urban education and using community partnerships to propel the mission of the school
- Believe in the potential, curiosity, and creativity of all children
- Embrace a culture of data-driven decision making and the implementation of evidence-based approaches to instruction

- Be committed to a holistic, rigorous, and engaged school day experience for each student;
- Respect students, fellow teachers, parents, and community members as active participants in learning and school culture
- Be devoted to the relentless pursuit of excellence in education within the CCPCS model.

Minimum Qualifications

- Maryland Standard Professional Teaching Certificate for appropriate level grades
- Experience working with elementary/middle age students
- Bachelor's Degree from an accredited institution
- Excellent oral, written, and interpersonal skills

Strongly Preferred

Experience with any of the following:

- Place-based education
- Arts Integration
- Project-based learning
- Balanced Literacy programs such as Fountas and Pinnell, Lucy Calkins Units of Study, Words Their Way, etc.
- The Singapore Math approach to teaching mathematics
- Responsive Classroom
- Working within a shared governance model
- Service Learning/Community Involvement
- Urban education/Baltimore City Public Schools

For a more information about CCPCS, visit <http://www.creativecityschool.org>.

To apply: Please email resume & cover letter to Hiring@CreativeCitySchool.org. Please make sure that your resume and cover letter reflect any experience with the qualifications listed in the job description, especially strongly preferred areas. Also include a list of 3-5 references (2 of which MUST include a current or previous supervisor) and a Philosophy of Education (1 pager describing your philosophy of education and how that philosophy makes you a good match to Creative City's mission).