

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

ANNOUNCEMENT OF POSITIONS

SCHOOL: **Springfield Renaissance School, Grades 6-12**

POSITION: **Middle School Social Studies Teacher/Crew Leader**
Number of positions based upon enrollment

APPLICATION: Please submit a letter stating your interest in this position and how your background and experience fits the position (be sure to specifically address your interest and “fit” in regards to the Expeditionary Learning design). Include with your letter a current resume and at least three references (with phone numbers). Send the application package to Stephen Mahoney, Principal, Springfield Renaissance School, 1170 Carew St, Springfield MA 01104

INTRODUCTION: Springfield Public Schools, in partnership with Expeditionary Learning Schools/Outward Bound, opened its newest school in September 2006. The school welcomes applications from all teachers and staff who are interested in the new school’s model of teaching and learning, regardless of direct or connected experience with EL, and is committed to providing the support and professional development essential to successful implementation of the design model. Interested candidates should visit the school’s website (www.sps.springfield.ma.us/el).

School Design Overview

***Expeditionary Learning** is a comprehensive school reform and school development model that emphasizes high achievement through active learning, character growth, and teamwork. The five **Expeditionary Learning** core practices—learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures—work in concert and support one another to promote high achievement. This unique practice includes rigorous investigation of deep content, the creation of authentic products for authentic audiences, and effective instructional practices that support intellectual and character growth, as well as personal development and teamwork. What follows are brief descriptions of the core practices, and the job responsibilities and duties associated with each. Required qualifications specific to Springfield Public Schools and the Springfield Expeditionary Learning School are listed at the end of the document.*

Learning Expeditions

In Expeditionary Learning schools learning expeditions 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

Statement of Duties:

- *Design, implement and evaluate expeditions as the primary means of organizing curriculum. Expeditions must align with district and state standards, the school curriculum map, as well as portfolio, passage and graduation requirements.*
- *Use Expeditionary Learning tools to write detailed expedition documents including: compelling topics, in-depth investigations and detailed project plans including plans for integrating literacy instruction.*
- *Collaborate in the design, implementation, and evaluation of “intensives” (eight day courses offered between trimesters twice a year).*
- *Arrange and facilitate well-planned fieldwork experiences to support expeditions.*

- *Develop and use rubrics to assess student work throughout the expedition.*
- *Support students in the development of their portfolios and preparation for passage and graduation presentations, as well as public exhibitions of work.*

Active Pedagogy

Teaching and learning are active and engaging in Expeditionary Learning classrooms. Effective instructional practices promote equity and high expectations: they make the content of expeditions come alive, ensure that all students think and participate, and allow the teacher to know all students and their thinking well. Knowledge of each student's level of understanding and participation leads teachers to differentiate instruction.

Statement of Duties:

- *Employ a range of effective instructional practices (active pedagogy) to require active student participation and thinking and give students the support they need to complete high quality work and meet standards.*
- *Develop lesson plans that ensure that instruction is paced well, encourages all students to think, engages all students in productive work throughout the class period, and ensures smooth classroom management.*
- *Use flexible groups based on ongoing assessment to confer with students and provide differentiated instruction.*
- *Work with students to create assessment criteria that are connected to standards, portfolio, passage and graduation requirements, and help students understand, reflect on and take responsibility for their learning.*
- *Design lesson plans that both teach writing and support understanding of content in all subject areas.*
- *Design lesson plans that both teach reading and support understanding of content in all subject areas.*
- *Articulate learning targets aligned with state and/or district standards, collect data about student progress toward those targets and use that data to shape instruction, give students descriptive feedback, and appropriately assign grades.*

Culture and Character

An Expeditionary Learning school culture is developed and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. The climate in an Expeditionary Learning school is characterized by physical and emotional safety, respect and courtesy, and a disciplined environment. Teachers foster student character through challenging academic work, service, and the expectation that students are courteous, respectful, and compassionate.

School leaders, teachers, and staff in Expeditionary Learning schools are members of a community of learners. Professionals work together to share expertise, improve the school's program, build background knowledge in their disciplines, and model collaborative learning for students. Staff culture is characterized by a respectful collegiality where teachers resist judgment and blame, and support each other in improving practice.

Statement of Duties

- *Develop and implement detailed plans for crew time in keeping with school priorities and structures.*
- *Hold students accountable to school-wide behavioral expectations designed by the staff in alignment with EL Design Principles and Benchmarks.*
- *Consistently implement school-wide student accountability systems (academic, behavioral, attendance) and other agreements made with the staff and school leadership.*
- *Prepare students for and participate fully in student led conferences*
- *Give students and families clear and instructive information about student progress in all progress reports.*
- *Choose instructional practices, compelling topics and projects that promote character development.*
- *Participate in adventure and wilderness activities with students*
- *Participate fully and actively in community service activities with students*
- *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 offered to the ELOB school*

Leadership and School Improvement

Teachers in Expeditionary Learning schools develop and sustain a professional community committed to the implementation of the Expeditionary Learning design. EL teachers use Expeditions/Investigations and Active Pedagogy as the primary vehicles for improving student achievement and school culture. Teachers and school leaders in Expeditionary Learning schools collect data to understand student achievement, assess teaching practices, and make informed decisions about instruction.

Statement of Duties

- *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*

Structures

In Expeditionary Learning schools the schedule, calendar, reporting systems and student accountability systems serve instructional and curricular priorities. The success of these systems is dependent upon full and consistent implementation of these structures by all staff members. Teachers maximize the use of these structures to participate in ongoing professional development, to plan collaboratively, to support students and to hold them accountable for producing high quality work.

Statement of Duties

- *Align Expedition/Investigation plans with structures for student support in the school calendar*
- *Develop and follow protocols for the effective use of collaborative planning time, offsite professional development and onsite professional development with the instructional guide and school designer.*
- *Establish structures and routines to collect assessment data about student progress toward academic and character targets that align with school grading and reporting systems.*
- *Effectively implement multi-year looping as a means of personalizing curriculum and instruction and supporting students' academic success*

EFFECTIVE DATE

OF EMPLOYMENT: January 4, 2010 (target)

SALARY: Teachers' Salary Schedule

FUNDING: General Funds

WORK SCHEDULE: Regular Teachers Schedule

***PROFESSIONAL DEVELOPMENT REQUIREMENT: Teachers and professional staff are required to attend two weeks of school-based professional development during the summer. (compensated at the rate of \$26.82/hr). Teachers and staff are strongly encouraged to complete additional EL-related professional development courses and workshops during the summer of 2009 for which all costs (transportation, tuition, room and board) will be paid for by SPS.**

STATEMENT OF DUTIES:

1. Responsible to the building Principal
2. Participate in a democratically organized faculty of learners.
3. Design, plan, and implement effective, grade-level curriculum, integrating skills and content.

4. Integrate literacy instruction within core academic curriculum
5. Teach a daily advisory class ("crew") and support the implementation of the school's vision and mission.
6. Plan and teach "intensives"
7. Actively participate in the ongoing development and growth of an exemplary urban Expeditionary Learning Middle-High School.
8. Contribute to daily team meetings.
9. Participate in all relevant professional development activities.
10. Collaborate effectively with all members of the school community
11. Communicate with families regularly to discuss student progress.
12. Order, secure, maintain, and evaluate curriculum materials and supplies
13. Work with the appropriate SPS Academic Directors and other district resource personnel, to ensure curriculum alignment of with the State Curriculum Frameworks and the Springfield Learning Outcomes.
14. Develop, in collaboration with school staff, school resource collections and classroom materials designed to enhance curriculum and instruction consistent with Expeditionary Learning's Core Practice Benchmarks.
15. Assist the SCDM team in the design and implementation of a School Improvement Plan that incorporates key district learning goals and objectives, and the EL Core Practice Benchmarks.

QUALIFICATIONS:

1. Bachelor's degree from an accredited college/university, Masters degree preferred. (Upon employment, a Masters degree is required within five (5) years
2. Licensed as a middle and/or high school teacher by the Massachusetts Department of Education in the applicable content area
3. Experience working with outside experts and using fieldwork to support the curriculum
4. Ability and commitment to extensively integrate technology in the curriculum, instruction, and assessment
5. Experience with constructivist teaching
6. Ability to work collaboratively with teachers, parents and administrators.
7. Experience in developing successful models to engage parents in their children's school-related and other educational experiences.
8. Ability to demonstrate connections between different pedagogic practices and standards-based teaching and learning models.
9. Ability and willingness to model for teachers how different teaching approaches can enhance delivery of a standards-based curriculum.
10. Ability and willingness to engage in peer coaching and critique based upon SPS and EL protocols
11. Familiarity and experience with team-based instruction and planning
12. Familiarity and experience with student looping

It is the policy of the Springfield Public Schools not to discriminate on the basis of sex, race, color, religion, national origin or handicap in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments, Chapter 622 of the Massachusetts General Laws, and Section 504 of the Rehabilitation Act of 1973.