

NEWARK PUBLIC SCHOOLS
HUMAN RESOURCE SERVICES
2 CEDAR STREET, NEWARK, NEW JERSEY 07102
DR. CLIFFORD B. JANEY, SUPERINTENDENT



TEACHERS - SECONDARY
ALL DISCIPLINES – Newark S.T.E.A.M. Academy
2011-2012

(Pending availability of funds and Superintendent's approval)

The Superintendent invites qualified and interested persons to apply for the position of **Teacher-Secondary-Big Picture Program for the 2011/2012 School Year.**

*Big Picture Learning is a nationally recognized education model for which the Newark Public Schools is seeking **high-energy, visionary, and dynamic educators** to work within our network of schools. We are looking for people who believe that all students are capable of high academic achievement regardless of socioeconomic status, are open to challenging themselves in an innovative learning environment, and who value Big Picture Learning's "**one kid at a time**" design. We are seeking candidates who have the ability to bring **relationship, relevance, and rigor** to every staff and student encounter. To learn more about Big Picture Learning and its innovative education design visit their website at www.bigpicture.org. **Each staff member will be required to attend a multi-week summer intensive training, and coaching.***

***The position of a Big Picture Teacher is a 4-year journey.** Each Teacher is responsible for 15 – 20 students within his or her advisory, facilitation of parent, student and mentor meetings, and for measuring the progress of each student as he or she goes through the year. The Teacher is also responsible for the internship placement of each student in his or her advisory.*

QUALIFICATIONS AND REQUIREMENTS

1. Bachelor's degree from an accredited college or university.
2. New Jersey Permanent Teaching Certificate in a Secondary content area.
3. Basic knowledge of all teaching subjects and a specialty in one teaching area.
4. Knowledge of New Jersey Core Curriculum Contents Standards (NJCCCS) for curriculum, assessment, and instruction.
5. Willingness to work within a non-traditional school schedule and organizational structure that meet the needs of over-age and under-credited youth.
6. Strong classroom management skills.
7. Good communications and problem solving skills.
8. Possession of a driver's license, valid in New Jersey, only if the operation of a vehicle, rather than employee mobility, is necessary to perform the essential duties of the position.
9. Persons with mental or physical disabilities are eligible as long as they can perform the essential functions of the job after reasonable accommodation is made for their known limitations. If the accommodation cannot be made because it would cause the employer undue hardship, such persons may not be eligible.
10. Believes in the power of Relationships and Relevant work to lead to Rigorous Work.
11. Holds a solutions-focused perspective.

BASIC FUNCTIONS AND RESPONSIBILITIES

Under the general direction of the Director, and in conjunction with the staff, a Big Picture Teacher helps students learn to lead successful lives. In line with leading successful lives, the Teacher's job is to create a learning plan that encompasses the student's passions and also stands as an educationally sound document. Finally, the Big Picture Teacher's job is to create a safe, trusting space in which students are allowed to grow and work through issues they encounter on a daily basis.

TEACHER (SECONDARY)
ALL DISCIPLINES
BIG PICTURE PROGRAM
2010/2011 SCHOOLYEAR



1. Fine-tune student personalized learning plans four (4) times per year.
2. Facilitate four (4) learning plan meetings, with each family or guardian, one learning plan per quarter.
3. Strive to implement, by instruction and action, the Big Picture's philosophy of education.
4. Celebrate student accomplishment and hold students accountable to standards of specific grade, advisory, campus and school.
5. Is responsible for group dynamics of an advisory; creates a positive, exciting culture of learning.
6. Advocate for, and on behalf of, students and families.
7. Forecast educational needs of each student.
8. Ensure that each student has an internship.
9. Plan a program of instruction that is both challenging and that meets the individual needs, interests, and abilities of each advisee.
10. Monitor student LTIs through site-visits (bi-weekly), phone calls weekly, and mentor meetings monthly.
11. Helps identify projects, then scaffolds, supports, encourages and revises with the student throughout the process.
12. Explicitly state each student progress, educationally and socially, through quarterly narratives, phone-calls to parents and weekly student meetings.
13. Run at least two advisories meetings per day (Mon, Wed, and Fri.). Plans scaffolded group advisory activities in various learning goal areas.
14. Facilitate internship searches using phone calls, shadow days, information interviews and other available means.
15. Attend weekly staff meetings, monthly retreats and yearly training sessions.
16. Facilitate additional educational/health services for each advisee as needed.
17. Mediate student conflict to the best of Teacher's ability.
18. Maintain accurate, complete, and factual records (transcripts) on each student as required by school and law.
19. Employ a variety of educational techniques in pursuit of educative goals and establishes clear objectives for each student.
20. Work with school team on strategies for grade level, campus and team
21. Meet monthly with cross campus grade-level teams.
22. Provide supplemental and educational resources in order to support student growth
23. Facilitate student learning outside of the school building via camping, museum trips and outdoor leadership excursions.
24. Identify learning opportunities and internships for students
25. Ensure that each student employs materials prescribed by the Big Picture School (learning plans, Super calendar, and journals).
26. Make provisions for being available to students and parents for education-related purposes outside of the traditional proscribed times and days when required or requested to do so (within reason).
27. Demonstrates professional behavior and a commitment to excellence for self, team, and school.
28. Strive to improve professional competence; is a reflective practitioner

REPORTS TO: PRINCIPAL, BIG PICTURE LEARNING SCHOOLS

1. Employment Period: Ten (10) Months
2. Program Hours: **Day Sessions** (8:00 – 4:00 PM)
(8:00 – 5:00 PM) 2 days per week

Please see Teacher/Advisor competencies for further details.

Big Picture Learning Teacher/Advisor Competencies

Competency and Description	General Indicators
<p>Relationships: Gets to know students and families well and creates an inclusive learning team in order to create relevant, challenging, and supportive experiences for each student.</p>	<ul style="list-style-type: none"> • Develops and maintains caring and supportive relationships with individual students. • Develops and maintains positive relationships with families. • Learns about and uses information about the history of the student as a learner and the development of their interests. • Seeks first to understand.
<p>Advisory Culture: Creates a positive, exciting culture of learning.</p>	<ul style="list-style-type: none"> • Builds a group dynamic that enables in-depth discussion and productive, encouraging critique. • Exposes students to new ideas, perspectives, people, objects and situations to expand interests and find new ones. • Creates group cohesion, positive communication and conflict resolution.
<p>Personalization: Enacts “One Student at a Time” philosophy by individualizing educational goals and experiences for each student; “treats everyone alike differently.”</p>	<ul style="list-style-type: none"> • Facilitates each student’s path towards finding and pursuing their passion; uses supports and resources to do so • Coaches each student to help him or her develop as a learner <ul style="list-style-type: none"> ○ Conducts frequent, regular, and intentional one-on-one meetings with students • Holds individualized expectations for each student; understands the difference between “fair” and “same” and guides students appropriately • Facilitates personalized Learning Plan meetings each quarter to gather input from essential stakeholders and map out the direction of learning for that trimester. • Teaches students to create personalized Learning Plans that include both academic and personal goals; supports students in meeting LP goals • Supports student in identifying Post – High School Pathways and scaffolds Learning Plan work to meet this long-range goal.
<p>Advisor as Manager: Designs and manages all aspects of each student’s education.</p>	<ul style="list-style-type: none"> • Takes responsibility for managing all elements of a student’s Learning Plan; demonstrates investment in student’s success. <ul style="list-style-type: none"> ○ Coordinates and communicates with other adults who serve as resources to support student’s success. • Demonstrates flexibility in designing and managing students’ educational experiences • Advocates for students to help them gain access to opportunities.
<p>Real World Learning: Facilitates students’ learning in their interest</p>	<ul style="list-style-type: none"> • Supports and encourages interest exploration and search for real-world learning experiences • Uses resources to connect each student to an outside adult in the

<p>areas through internships and other real-world experiences.</p>	<p>student's interest area(s)</p> <ul style="list-style-type: none"> • Holds a holistic view: draws on the skills and intelligences in multiple areas of work and life experience. • Manages LTIs and other RWL experiences; supports both students and adults/mentors
<p>Projects: Helps identify projects, then scaffolds, supports, encourages and revises with the student throughout the process.</p>	<ul style="list-style-type: none"> • Assists students in designing projects connected to their interests • Ensures that projects are rigorous • Teaches students a project process including goal-setting, backward planning, and time lining. • Supports and encourages students: serves as resource and holds student accountable for project completion
<p>Authentic Assessment: Observes students' work at school and in RWL sites. Guides students to reflect on, exhibit, and select work for portfolios; uses these to assess student progress.</p>	<ul style="list-style-type: none"> • Instructs students on exhibition preparation and presentation • Guides students through process of creating personalized portfolios of work • Works with mentors to find real assessment experiences in the workplace and documents these. • Observes and documents informal demonstrations of learning and growth. • Provides detailed written narrative feedback each trimester to clearly communicate progress to students and parents.
<p>Tools and Practices: Helps students develop and use appropriate tools for organization and reflection.</p>	<ul style="list-style-type: none"> • Builds the student's ability to realistically self-assess and reflect through modeling, peer critique, journals, exhibitions and narratives. • Teaches students to manage time and prioritize, using the SuperCalendar / other time management system. • Teaches students to organize materials, in both working and final portfolios.
<p>Emotional Maturity: Exhibits personal characteristics that facilitate student success; serves as appropriate model for students.</p>	<ul style="list-style-type: none"> • Communicates respectfully • Manages/uses own emotions appropriately • Manages conflict • Avoids power struggles • Sets and maintains boundaries • Encourages students; conveys belief they can succeed • Is student-focused: takes responsibility for factors that contribute to students' success, without taking blame/credit • Cultural competence: demonstrates an understanding and/or willingness to learn about social issues that affect students (race, class, etc.)

<p>Problem Solving: Collaborates and uses resources to help students, academically and non-academically.</p>	<ul style="list-style-type: none"> • Seeks help in timely, proactive manner; doesn't try to solve everything alone • Brings together essential support to help clarify an issue or rectify an obstacle to a student achieving their goals. For example, <ul style="list-style-type: none"> • Uses colleagues as resources, and is a resource to colleagues as well • Discusses student concerns with principal; follows through on recommendations • Utilizes C.W. Team for socio-emotional issues and RTI process for academic issues; follows through on recommendations • Connects students to outside support as appropriate • Creates and manages contracts with students as appropriate
<p>Professional Team Member: Demonstrates professional behavior and a commitment to excellence for self, team, and school.</p>	<ul style="list-style-type: none"> • Maintains collegial and congenial relationships with all staff members • Demonstrates reflective practices and a willingness to improve own performance. Uses multiple forms of qualitative and quantitative data regularly to look at results. • Follows through on school-wide responsibilities (PMU, events, visitors, etc.) • Participates in meetings and professional development activities • Follows through on policies and agreements made by building staff • Communicates clearly using agreed-upon formats (email, Google calendars, etc.) • Completes paperwork on time (narratives, transcripts, etc.) • Supports school in meeting requirements for testing and other state standards. • Is on time and has excellent attendance.
<p>Instruction in Reading, Writing and Mathematics Develops own skills and utilizes a variety of supports and resources to ensure student progress in these areas.</p>	<ul style="list-style-type: none"> • Provides consistent and effective instruction in reading, writing and mathematics in a variety of settings (advisory, small groups, one on one, etc.) • Assesses student abilities and uses resources to support students at all levels. • Incorporates reading, writing and mathematics into real-world projects. • Prepares students for state testing in these areas.