Job Posting

Cultural Literacy Teacher/Spanish Teacher

Description: Within the curricular program at Nazareth Prep, our goal is to innovate through project-based and personalized learning, engage students through community partnerships and the Corporate Internship Program and inspire them through active learning and inquiry to develop empowered leaders prepared for life and work. The Cultural Literacy/Spanish teacher will be a part of a team that will aim to develop engaged and knowledgeable citizens, prepared to address complex life questions using literary, historical, cultural, and social scientific evidence through writing, discussion, use of technology, and community engagement. Students who complete the Cultural Literacy curriculum at the proficient level should be fully prepared for future academic work at the college level in the disciplines of Literature and Social Studies. The cultural literacy/Spanish teacher will team-teach a curriculum that integrates English and Social Studies and Spanish focusing on depth over breadth. Our philosophy is that “deeper learning” leads to improved learning outcomes. The cultural literacy teacher will partner with teachers in other disciplines to develop a curricular program that uses a mix of essential questions, project based active learning and educational technologies and achieves learning goals through key thematic based learning units. The cultural literacy program will build skills in critical reading, writing and collaboration with the goal of building a deep understanding of human culture.

1. MAJOR RESPONSIBILITIES:
   Promote the philosophy and mission of Nazareth Prep and Sisters of the Holy Family of Nazareth.

   - Understands and implements the mission, philosophy and values of Nazareth Prep helping children and families lead responsible lives and develop healthy relationships. Demonstrates the intrinsic value of each person in all interactions and in the making of all decisions on the job.
   - Personally modeling and empowering students to live out Holy Family values of faithful listening, loving relationships, recognizing God in the every day, and a commitment to social justice
   - Actively participate in the character development of every Nazareth Prep student by creating a culture of spirituality and prayer, achievement, goal setting, and high expectations.
   - Participates in special activities and functions of the agency and/or the school.
2. MAJOR RESPONSIBILITIES:
Planning for an engaging and active 80-120 minute teaching blocks and being conscious of the need to incorporate different learning modalities.

- Plan a variety of activities for each day, keeping students moving between individual silent activities, to full group teacher-directed activities, to small group projects, to pair based discussion, to student presentations.
- Integrating content from both History and English such as novels or themes from the time period and combining it with science, theology and technology.
- Scaffold student reading, writing and public speaking abilities towards independence.
- Use contemporary and culturally relevant sources and at times co-design and select materials with student input.
- Incorporate community engagement as an aspect of cultural literacy by leveraging community partnerships, landmarks and history in Pittsburgh. Student may conduct original interviews, take learning walks or observe culture around Pittsburgh.
- Design and develop “honors” and accelerated levels of the cultural literacy program for students pursuing college.

3. MAJOR RESPONSIBILITIES:
Establishing consistent behavioral norms

- Establish both class wide and individual behavior goals with students and hold students accountable to uphold agreed upon goals.
- Invest heavily in developing routines (such as current events reflection) and skills (such as note-taking) that will continue to pay off throughout the student’s academic career and across disciplines.
- Strategic assignment of small work groups, seating charts, and thoughtful room design that supports multiple learning modes.
- Deescalate student behavior challenges with respect and integrity with as little class disruption as possible leveraging the Sanctuary model.
- Help students develop a sense of their own strengths and weaknesses and then translate them into effective group roles. Group role selection and dynamics are facilitated by the teachers initially but eventually opened up to student selection and discretion.
- Partnership with the student engagement team and families on behavioral goal setting.
- Ongoing goal progress is documented in learning hub progress notes.

4. MAJOR RESPONSIBILITIES:
Team Teaching and Collaboration

- Co-develop units of study organized not only around a theme (Education in America, Immigration and Industrialization), time period (Westward Expansion, America between the Wars), or geographic region (Africa, Asia) but also around Essential Questions and use of Design Thinking.
• Establish daily collaboration with co-teacher(s) through generous provided planning time. English background focus on identifying opportunities to reinforce core reading, writing, and textual analysis skills as students work with Social Studies content, rather than as isolated exercises.

• Source, select and find materials that are personally, culturally and thematically relevant. Traditional textbooks are not used in either subject area. Instead the Cultural Literacy curriculum draws upon primary sources and full literary works, with supplemental readings from respected secondary sources and the occasional online or hard copy reference publication for general introductions to a topic.

• Be aware of their partners’ positioning in the classroom and adjust to ensure that the whole room is covered and all students are productively engaged and getting the assistance they need.

• Co-teachers will either take responsibility for small groups of students or circulate around the room responding to students as they request assistance and seeking out students who need assistance, but are less likely to speak up.

• Takes an active and constructive role in faculty meetings and in-service programs.

• Communicates openly and effectively with colleagues.

5. MAJOR RESPONSIBILITIES:
   Assessment Design

   • Develop a joint syllabus and integrative activities but separate grades for English and Social Studies that mixes with other content areas. Cultural literacy emphasizes students’ ability to make the connections between the skills and content of the two disciplines. Routine activities such as Current Events, Integrated Projects, and Thematic Final Exams reinforce these habits of mind.

   • Use standards based grading approach that leverages project based learning, formative assessment and summative assessment. Students should be encouraged to “re-take” exams as needed that emphasize the value in revision and working towards understanding. All students will be supported in creating quality pieces for their e-portfolios.

   • Develop rubrics to assess skills such as reading, writing, analysis, research, presentation, and discussion that can be taught in either subject area or both with cross-over benefits.

   • Support the development of writing portfolios that combine evidence of student growth over four years and incorporate essays and research papers.

MAJOR RESPONSIBILITIES:
   Use of Technology

   • Actively explore new technologies to support active learning during class time that differentiate and personalize learning.

   • Build a digitally robust classroom through the use of Google Apps, OneNote and the online office suite for both planning and student work.

   • Actively use the “flipped classroom” approach to learning as a part of the Blended Learning block meant to support students who will be out at work. Use tools such as
Verso, Classroom Salon, VoiceThread, Snagit or similar. Teachers will be required to show evidence of using blended learning.

- Re-use materials, as appropriate, on the web through sources like Khan Academy and TED-ED.
- Maintain a class website through the learning management system where students who are out at work or absent may see class assignments, flipped classroom materials or learn about assessment expectations.
- With support and training, teachers will use technology generated data, otherwise known as "learning analytics" to personalize and differentiate instruction.

MAJOR RESPONSIBILITIES:

Advisory

- Models a growth mindset open and welcoming to innovation and personify the Nazareth Prep Mindsets (Problem Solver, Resilient Learner, Servant Leader and Entrepreneur).
- Act as a learning coach to a group of students actively monitoring grades, communicating with families and reporting any non-academic barriers to success to Administration.
- Support students in developing their personalized learning plan.
- Mentor students in selecting project topics.
- Support student clubs by acting as faculty advisor.
- Cooperates with parents in the best interest of the students.
- Provide quarterly narrative input to track student growth.
- Communicates with other teachers and Nazareth Prep staff about advisees.

Reporting Relationship: Principal, Nazareth Prep

Minimum Qualifications:

A degree in literature or history and Spanish as well as 2-3 years of teaching experience are preferred. Some background in team-teaching is preferred. As Nazareth Prep is an innovative and non-traditional school, non-certified candidates will be considered with appropriate background and skills. Desirable candidates will have a demonstrated enthusiasm for working with and teaching in an urban school setting, a strong sense of school community and teamwork, excellent oral, written, and interpersonal communication skills, and knowledge of educational technologies. Must have a growth mindset and want to be part of an innovative school. The preferred candidate is flexible in both routine and unexpected situations within a school modeling innovation and iterative thinking to its students. Faculty members must support the goals of Catholic education and the mission of Nazareth Prep. All candidates must have current Act 33, 34 and education FBI clearances.

Qualified, Internal candidates, please complete a job posting application and submit to HR no later than Friday, January 10, 2020.