



CHICAGO PUBLIC SCHOOLS
WEEKLY PUBLICATION: MARCH 10, 2010

THE

BULLETIN

INFORMATION FOR THE CHICAGO PUBLIC SCHOOLS

BULLETIN

The Bulletin, a weekly publication of the Department of Human Resources.

Ron Huberman, Chief Executive Officer - Barbara Eason-Watkins, Chief Education Officer

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Item 1: Welcome to the Internet

The Office of Human Capital is pleased to announce the accessibility of its Personnel Bulletin via the Internet: <http://www.cps-humanresources.org/Career.html> (Click on the link/button called “Personnel Bulletin”). All interested individuals can have direct access to the vacancies in the school system through the web. The web site provides a list of all teaching, administrative, and educational support vacancies advertised in the Personnel Bulletin, as well as the requirements and instructions on how to apply for the available positions. This information is updated on a weekly basis.

Item 2: New Bulletin Submission Instructions for JOB LISTINGS

If you have any unfilled positions you would like to advertise on the eBulletin, please call Rosa Franco-Treviño at (773) 553-2693, to request the form PERSONNEL BULLETIN TEMPLATE or e-mail the following information (Position Description) to: ebulletinpostings@cps.k12.il.us for the advertisement of the following positions:

TYPE OF ADVERTISEMENT	
Assistant Principal {42}: Administrative Grade _____ Teaching Assistant Principal [] or Freed Assistant Principal []	
<input type="checkbox"/> Counselor <input type="checkbox"/> Head Teacher <input type="checkbox"/> School Nurse <input type="checkbox"/> School Psychologist <input type="checkbox"/> School Social Worker	Teacher: <input type="checkbox"/> Regular {49} <input type="checkbox"/> Bilingual {55} <input type="checkbox"/> Options {54}

Cluster/Area or Site

School Name and Unit #

Address

City, State, Zip code, GSR #

Telephone Number

Fax Number

Grade or Subject

Certificate Requirements

Submit To: Principal

Other Information

The following procedures have been established for posting school based positions:

- The new deadline for hiring managers to submit positions for posting in the HC Personnel Bulletin will be Wednesday by 5:00 p.m. of the previous week for inclusion in the Bulletin scheduled for Wednesday of the following week. Any requests received after this deadline will be included in the following week's Bulletin.
- In order to allow adequate time for the administrative processing of resumes received for positions listed in the Bulletin, hiring managers will not receive copies of resumes submitted for their positions until 72 hours after the position posting deadline date. Requests to receive resumes prior to this time will not be accommodated.

◆ **For Central and Area Offices only:**

The following **procedures** have been established for posting **Administrators and ESP** positions:

1. Request a PERSONNEL BULLETIN TEMPLATE to submit your information as a Microsoft Word Document. Complete the Position Description and Approval advertisement request forms for each position requested to be advertised and **e-mailed for approval of the posting** to: rbiegaj@cps.k12.il.us Richard Biegaj, Office of Compensation Management. Approved Requests will be forwarded to Rosa Franco-Treviño, for advertisement in the e-Bulletin.
 - **An original Position Description, Approval request with Signature, must be sent to Rosa Franco-Treviño, Office of Human Capital, 2nd Floor.**
2. The new deadline for hiring managers to submit positions for posting in the HC Personnel Bulletin will be Friday by 5:00 p.m. for inclusion in the Bulletin scheduled for Wednesday of the followings week. Any requests received after this deadline will be included in the following week's Bulletin. **The Hiring Manager must obtain approval for posting from Compensation Management prior to submitting posting request to HC/RCWP**
3. In order to allow adequate time for the administrative processing of resumes received for positions listed in the Bulletin, hiring managers will not receive copies of resumes submitted for their positions until 72 hours after the position posting deadline date. Requests to receive resumes prior to this time will not be accommodated.

◆ **Principalship Positions only:**

1. **Dear Local School Council**, Please contact the Office of Principals Preparation and Development to request the Personnel Bulletin Template and posting guidelines at: 773-553-1515 or the Office of Human Capital at: 773-553-2693.
2. The Approved posting will be forwarded to Rosa Franco-Treviño, Office of Human Capital, for advertisement in the e-Bulletin.

If you have any questions, please call Rosa Franco-Treviño at (773) 553-2693.

Item 3: Schedule for Advertisement of Principalship Vacancies

The following is the publication schedule and the dates the requests to advertise the principalship position vacancies must be in the Office by:

Request Due in HR by the end of the business day	Bulletin Date	Request Due in HR by the end of the business day	Bulletin Date
August 19, 2009	September 2, 2009	March 10, 2010	March 24, 2010
August 26, 2009	September 9, 2009	March 17, 2010	March 31, 2010**
September 2, 2009	September 16, 2009	March 24, 2010	April 7, 2010
September 9, 2009	September 23, 2009	March 31, 2010	April 14, 2010
September 16, 2009	September 30, 2009	April 7, 2010	April 21, 2010
September 23, 2009	October 7, 2009	April 14, 2010	April 28, 2010
September 30, 2009	October 14, 2009	April 21, 2010	May 5, 2010
October 7, 2009	October 21, 2009	April 28, 2010	May 12, 2010
October 14, 2009	October 28, 2009	May 5, 2010	May 19, 2010
October 21, 2009	November 4, 2009	May 12, 2010	May 26, 2010
October 28, 2009	November 11, 2009	May 19, 2010	June 2, 2010
November 4, 2009	November 18, 2009	May 26, 2010	June 9, 2010
November 11, 2009	November 25, 2009	June 2, 2010	June 16, 2010
November 18, 2009	December 2, 2009	June 9, 2010	June 23, 2010
November 25, 2009	December 9, 2009	June 16, 2010	June 30, 2010
December 2, 2009	December 16, 2009	June 23, 2010	July 7, 2010

December 9, 2009	December 23, 2009*	June 30, 2010	July 14, 2010
December 16, 2009	December 30, 2009	July 7, 2010	July 21, 2010
December 23, 2009	January 6, 2010	July 14, 2010	July 28, 2010
December 30, 2009	January 13, 2010	July 21, 2010	August 4, 2010
January 6, 2010	January 20, 2010	July 28, 2010	August 11, 2010
January 13, 2010	January 27, 2010	August 4, 2010	August 18, 2010
January 20, 2010	February 3, 2010	August 11, 2010	August 25, 2010
January 27, 2010	February 10, 2010	August 18, 2010	September 1, 2010
February 3, 2010	February 17, 2010	August 25, 2010	September 8, 2010
February 10, 2010	February 24, 2010	September 1, 2010	September 15, 2010
February 17, 2010	March 3, 2010	September 8, 2010	September 22, 2010
February 24, 2010	March 10, 2010	September 15, 2010	September 29, 2010
March 3, 2010	March 17, 2010	September 22, 2010	October 6, 2010

*There is no publication of the Personnel Bulletin During Christmas Vacation	**There is no publication of the Personnel Bulletin During Spring Vacation
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Item 4: Application for Leave to Attend a Conference or to Receive a University Degree

Q. Who can apply for a leave?

A. All CPS employees (including teachers, school-based ESP, Central/Area Office ESP, and administrators) with the exception of substitute teachers, retired teachers, and miscellaneous employees.

Q. How do I apply for a leave?

A. The following information must be submitted 4 weeks prior to attending a conference:

1. Completed Application for Leave to Attend a Conference (<http://www.cps-humanresources.org/Employee/Forms/Leaves/confapplication.pdf>)
2. Brochure/schedule describing the conference and the dates of the event (Dates of the event should be for scheduled work time. They should not include weekends, holidays, or vacation time)
3. How expenses will be paid for attendance at the conference
4. Teachers and educational support personnel must have their principal's signature. Principals must have the signature of their Area Instructional Officer. Citywide personnel must have the signature of their principal and supervisor.

Signatures must be obtained prior to event attendance.

Q. How do I submit my application?

A. Applications must be submitted to your supervisor for approval. Human Resources will no longer accept applications. Supervisors are responsible for notifying employees of application status. The school and/or department must retain copies of completed applications. Citywide personnel must submit the application to both the principal and supervisor for approval.

Q. How is my time submitted?

A. Once the application has been approved, the payroll clerk must enter the time reporting code CNF for the conference days. Schools must fund the cost of substitutes to provide classroom for classroom teachers who are approved for a conference leave.

Note: Except for teachers traveling with students on Board of Education of the City of Chicago approved activities and for parents traveling on Board of Education of the City of Chicago approved activities, individuals are expected to make their own arrangements and pay the costs, and then submit claims for reimbursements. Advanced payments from budget line funds will be issued only for activities that are approved by the Board of Education of the City of Chicago which involve trips taken by teachers who travel with students and trips taken by parents. A letter of funds will be advanced via a Chicago Public Schools warrant payable to the individual school or unit administrator who will be responsible for the management, control, and distribution of these monies. Student activity funds cannot be used as an accommodation/loan nor may they be used for advance purposes.

Item 5: Military Service Leaves

In compliance with Illinois School Code and a Resolution passed by the Board of Education of the City of Chicago on September 26, 2001, a leave of absence shall be granted to all officers and employees of the Chicago Public Schools who, as current members of Reserve components of the Armed Forces of the United States, are called to active duty by Executive Order of the Commander-in-Chief of the Armed Forces.

For the duration of such leaves of absence, officers and employees will be paid the difference, if any, between the amount of the officers' or employees' daily basic CPS salaries and the compensation paid such officers or employees for the performance of their military duty.

- All applications for such leaves must be accompanied by the official military orders to report to active duty.
- A pay voucher or a statement signed by the commanding officer substantiating the amount of compensation received for military duty must accompany the application.

If, for any reason, it is not possible to submit official military orders or pay vouchers with application, said orders and pay vouchers must be submitted to the Employee Services Unit of Human Resources as soon as possible (320 N. Elizabeth, First Floor, Chicago, IL 60607).

Employee Benefits

For up to 18 months from the start date of a leave for active medical duty, medical and dental coverage will continue for employees on such leaves (and their covered dependents) who are enrolled in CPS group healthcare programs. Life insurance coverage will be extended for up to twelve (12) months and long-term disability coverage will be extended up to three (3) months from the start date of leaves for active military service.

Employees will not be required to pay medical premiums during the terms of military leaves. Payment coupons for Optional Life, Personal Accident, and Long-term Disability premiums will be sent to the homes of employees on military leaves on a bi-weekly basis. Premiums and voluntary benefit contributions will not be deducted from payroll checks.

Upon return to active employment with the CPS, employees whose active military leave extended beyond the established time limits for coverage will have such coverage immediately reinstated.

Contact Numbers

Employee Services 773-553-1142

Payroll Department 773-553-4729

Employee Benefits 773-553-2820

Item 6: Sec. 6-19 Distribution, Exhibition and Collection of Books, Maps and other Written Materials

No person shall be permitted to exhibit to teachers or pupils in any school building any book, map or other article, or to read or announce in any form an advertisement or a notice of an advertisement or to distribute on the school premises any books, tracts or other written materials, except in accordance with regulations.

Authorized distribution may take place at designated entrances and exits of the school building, in the main office, in employee lounges, and other designated areas. Under no circumstances are such materials to be distributed during class time except in employee lounges and other designated areas. Distributors of such materials may in no manner delay or detain students, teachers, or other employees in the distribution of their materials except as incidental thereto. (Amended 12-16-81; 04-21-82)

No written materials, questionnaires or other articles shall be returned to or collected in the schools unless authorized by the General Superintendent of Schools. Procedures for the return or collection of authorized written materials, questionnaires and other articles in the schools shall be determined by the local school principal. (Adopted 04-21-82)

The General Superintendent of Schools shall be responsible for monitoring and enforcing the interpretation of these regulations established by school principals to govern the distribution, exhibition, return and collection of all materials. (Adopted 04-21-82)

Item 7: **Residency Policy**

On August 25, 2004, the Board of Education of the City of Chicago rescinded Residency Policy 01-0822-P02 and adopted a new Residency Policy (04-0825-P02) for all full-time employees of the Board of Education.

Below are frequently asked questions regarding the Residency Policy of the Board of Education. We hope that the answers to these questions will inform you on your compliance status with this policy. If you have additional questions, please contact Teacher Recruitment at 553-1045.

Why does the Board have a residency policy?

The Board believes that a policy requiring employees to reside within the city limits of Chicago best serves the educational and governmental purposes of the Board. Factors involved in the decision for adopting a residency policy include:

- Enhanced quality of performance of duties by employees who, as residents of the city, have an increased personal stake in the progress of the Chicago Public Schools and more awareness of conditions existing in the system.
- Employees residing in the city are more likely to have contact with community leaders and citizens through public school and community activities.
- Absenteeism and tardiness among employees will decrease.
- A residency policy benefits Chicago and the CPS economically through the payment of local sales tax and real estate taxes by CPS employees and educationally through the vested interest in the system by its employees.

Whom does the Board's Residency Policy cover?

All Board employee are covered by the Residency Policy, except for:

- 1) day-to-day substitute teachers
- 2) part-time employees
- 3) full-time provisional substitute teachers
- 4) individuals working in the Troops-to -Teachers program
- 5) interns working for the Board on a part-time or temporary basis
- 6) individuals participating in professional training programs designed to prepare participants for full-time employment as CPS educators or in Alternative Certification Programs

Must all employees hired on or after November 20, 1996, reside within the city limits of Chicago?

Yes. All employees hired on or after November 20, 1996, are required to be actual residents of the City of Chicago within six months of beginning employment with the Board.

Must employees hired before November 20, 1996 resides in Chicago?

No. All employees hired prior to November 20, 1996, who have remained continuously employed by the Board shall not be required to live within the city limits of Chicago regardless of whether such employees have moved into the city since November 20, 1996.

How does the Board define "continuously employed"?

The Board defines "continuously employed," as employment not interrupted by a break in service. A break in service refers to a loss of employment as a result of discharge, separation, and/or resignation not followed by rehire within one year. However, in accordance with the Reassigned Teachers policy, teachers whose positions were closed who secured full-time positions within two years following honorable termination from the system shall not be considered to have had a break in service for purposes of this policy.

What happens to an employee hired prior to November 20, 1996, who experiences a break in service after November 20, 1996?

An employee hired prior to November 20, 1996, who has had a break in service after November 20, 1996, will be required to reside in Chicago within six months after returning to full-time employment with the Board if not rehired within a year of experiencing the break in service.

What is meant by “residency”?

“Residency” refers to an employee’s domicile, the one actual place where an employee lives and has his or her true, permanent home to which, whenever he or she is absent, he or she has an intention of returning.

Are employees obligated to inform the Board of a new residence?

Employees must provide the Board with a Change of Address form within 60 days after changing residency. Notification to the Board of a change of residency shall be made using the procedures, forms, and documentation established and provided by the Department of Human Resources.

Where can employees obtain Change of Address forms and where should the forms be submitted?

Change of Address forms can be obtained at the local schools, downloaded from the Human Resources website (www.cps-humanresources.org), or picked up at the Staffing Unit of the Department of Human Resources. Employees are asked to complete all relevant sections, sign, date, and submit the original completed forms to the:

Department of Human Resources
Staffing Unit (GSR #125)

What happens to employees in violation of the Board’s Residency Policy?

The Board adopts a Warning Resolution against any principal or tenured teacher found to be in violation of the residency policy. Such individuals will be notified that they are subject to discharge if they fail to reside in Chicago within six months of receiving notification of the Warning Resolution. Those failing and/or refusing to comply with the Warning Resolution will be subject to discharge.

Similarly, all Board employees, other than tenured teachers and principals, subject to the Board’s residency requirements who violate the residency policy, shall receive a written warning signed by the Chief Executive Officer indicating that the employees may be discharged if they fail to establish residence in Chicago within six months after receipt of the warnings. Again, failure or refusal to comply with the written warnings will subject employees to discharge.

NOTE: Any Board employee who intentionally provides (or provided) falsified documents and/or residential address to avoid the requirements of this policy shall be subject to immediate discharge without the need for a written warning.

Are employees in special needs positions automatically exempt?

No. Employees hired on or after November 20, 1996, working in positions in assessed special needs areas must continue to work in those positions to be exempt from the policy. In the event, such an employee no longer works in such a position or the area is no longer assessed as a special needs area, the employee must establish residency in Chicago within six months of the start of the school year immediately following the change in position or re-assessment of area.

Can hardship exemptions to live outside the City of Chicago be obtained?

No.

Can employees apply for and receive extensions to the six-month grace period for establishing residency within Chicago?

No.

Item 8: FTBs and FTPs Evaluation of Transcripts has been Discontinued

Effective May 1, 1997, the State Board of Education discontinued the evaluation of transcripts for Full Time Basis Substitutes and for Full Time Provisional. An approved teacher education program will be required in order to acquire a standard teaching certificate. If additional information is needed, please contact the Department of Human Capital at (773) 553-2690.

Item 9: Legislative Changes Made by Illinois State Board of Education

Effective July 1, 2004, the Illinois State Board of Education amended the rules governing *teacher certification*, *recertification*, procedures guiding assignment to teaching positions, and criteria used for determining *highly qualified* status under the No Child Left Behind (NCLB) Act.

The purpose of this correspondence is to notify Chicago Public School Teachers that these changes have been made and to urge teachers to log onto the appropriate websites to learn more about the new policies and procedures.

One of the more significant changes expands the criteria for teachers to be deemed *highly qualified*. In addition to previously established criteria, teachers must now be endorsed (or have the coursework equivalent) in a particular subject area to be considered *highly qualified* in that subject area.

More detailed explanations are available by logging onto the following websites:

- www.isbe.state.il.us/nclb/
- www.isbe.state.il.us/certification/default.htm

Regarding certification and recertification guidance from CPS, please contact the Professional Development Unit's Assessment and Compliance team at renewcert@cps.k12.il.us.

Item 10: Procedures for PSRP NCLB Annual Salary Increase

Through agreements between the Chicago Teachers Union (CTU), Public Service Employees Union (PSEU) and the Chicago Board of Education, a one-time salary increase in the amount of \$1,000 is awarded to Paraprofessional and School Related Personnel (PSRPs) in selected classroom-based positions (see table below) who demonstrate they have earned an associate's degree or higher.

Through the same agreement with CTU, Teacher Assistants who have been in this title for at least 1 year are eligible to apply for an upgrade to Instructor Assistant provided they have earned at least 60 semester hours from a regionally accredited college or university. (Teacher Asst I would go to Instructor Asst I; Teacher Asst II would go to Instructor Asst II.)

**Titles and Grades Affected by NCLB
(must have 60 credit hours & HQ
Designation)**

**New Titles and Grades Reflecting the
\$1,000 Salary Increase per CTU/PSEU -
CBOE Agreement (must have associate's)**

School Assistant, GA1 (0462)
Teacher Assistant, GB1 (0463)
Special Ed Class Assistant, G04 (0464)
School Asst Bilingual Spanish I, GA1 (0474)
Teacher Asst Bilingual Spanish I, GB1 (0476)
School Asst Bilingual I, GA1 (0475)
Teacher Assistant Bilingual I, GB1 (0478)
School Library Asst, G06 (0531)
Teacher Asst – Montessori, G03 (2520)

School Assistant II, GA2 (0482)
Teacher Assistant II, GB2 (0483)
Special Ed Class Assistant II, GA4 (0494)
School Asst Bil Spanish II, GA2 (0484)
Teacher Asst Bil Spanish II, GB2 (0477)
School Asst Bilingual II, GA2 (0485)
Teacher Asst Bilingual II, GB2 (0479)
School Library Asst II, GC6 (0532)
Teacher Asst – Montessori II, GB3 (2519)

Instructor Assistant, G03 (3917)
Bilingual Special Ed Class Asst, G04 (0469)

Instructor Assistant II, GB3 (3920)
Bilingual Special Ed Class Asst II, GA4 (0495)

Only individuals working in one of the above-listed job titles in the left-hand column and possessing an associate's degree or higher from an accredited college or university are eligible to apply for a job title in the right-hand column and to receive the accompanying salary increase.

New and current employees seeking to apply for the ESP NCLB Annual Salary Increase must complete and submit an application to the Department of Human Resources' Employee Services Department.

Procedures for applying are as follows:

- **Complete and file the form entitled Chicago Public Schools' Application for Review of Credentials for PSRP NCLB Title Upgrades.**
- **Submit an official copy of college transcripts from an accredited college or university to the Department of Human Resources' Employee Services Department.**
- **An application will only be considered when all official transcripts are on file with the Department of Human Resources' Employee Services Department and all sections of the application have been completed.**
- **At the time of filing transcripts and/or the application, the Department of Human Resources' Employee Services Department will issue, upon request, a date/time stamped photocopy of these documents. The employee should retain these photocopies for his/her records.**
- **Proper claim (the completed application and all official transcripts) must be made within 60 calendar days from the date of completing the degree coursework requirements in order for the effective date of the salary increase to be retroactive to the date of degree coursework completion.**
- **For claims submitted after 60 calendar days from the date of completing the degree coursework requirements, the effective date of the salary increase is the date on which the Department of Human Resources' Employee Services Department receives proper claim (the completed Application for Review of Credentials for PSRP NCLB Title Upgrades and all official transcripts). The Department of Human Resources' Employee Services Department will process the Application for Review of Credentials for PSRP NCLB Title Upgrades, submit a position change request in Oracle, notify the employee's principal and submit requests for retroactive salary increases to the Bureau of Payroll and Payables in cases where retroactive adjustments are necessary.**

In the event that an employee in one of the upgraded job titles leaves their position, only a candidate possessing an associate's degree or higher may be staffed into the vacant position. If a principal wishes to fill the vacancy with an individual who does not possess an associate's degree or higher, the principal is responsible for submitting a request to Oracle to downgrade the position to a job title not requiring an associate's degree or higher.

Item 11: Relocation of the Illinois State Board of Education Division of Teacher Certification

Effective **January 4, 2010**, the Illinois State Board of Education will no longer maintain teacher certification facilities at the James R. Thompson Center in Chicago. Beginning January 4, 2010, all City of Chicago certification applicants are directed to call the Educator Certification mainline at 217-557-6763.

<http://www.isbe.net/certification/default.htm>

Also, as the Chicago Certification Office will close, we will no longer accept certification applications or documents in Chicago. Individuals applying for certificates, endorsements or approvals or those seeking to submit certification related documentation may do so by sending the documents to the Educator Certification Division at:

Illinois State Board of Education
Educator Certification
100 N. First Street S-306
Springfield, Illinois 62777

EMPLOYMENT OPPORTUNITIES

DATE: MARCH 10, 2010



Office of Human Capital

Opening Gateways to Human Potential

Office of Human Capital
HUMAN CAPITAL EMPLOYEE SERVICES
320 North Elizabeth Street
Call Center for HC: 773-553-1142

Employee Services provides the following:

• **All Staffing Services:**

- o New Hire Enrollment
- o Re-hire Staffing
- o Fingerprint background checks
- o Photo ID Processing
- o Certificate Registration
- o Resignation and Retirement Processing

• **All Salary Upgrades:**

- o Lane and Step Placements
- o NCLB Upgrades

• **All Employee Services:**

- o Medical Leaves
- o Reinstatement to Work
- o Fitness for Duty
- o Reasonable Suspicion
- o Non-Medical Leaves (includes Student Teaching, On-loan, and Sabbatical)

• **All Benefits Customer Services:**

- o General Inquiries on Benefits Enrollment
- o Submission of any Benefits-Related Documentation

HC Employee Services at 320 North Elizabeth Street is near public transportation and offers free parking. Visit www.cps-humanresources.org for directions. Regular shuttle bus service is available between 125 South Clark (Central Office) and 320 North Elizabeth.

Continue to visit Central Offices for the following HC services:

- Personnel File Reviews, including requests for medical records
- Verifications of Employment
- Name and Address Changes
- Recruiting and Workforce Planning and Substitute Center
- Labor and Employee Relations
- Compensation Management

Employees may now update/add the following information:

- [Home Address and Phone Number](#)
- [Federal W-4 Elections](#)
- [Direct Deposit Information](#)

Visit www.cps-humanresources.org for Instructions.

EDUCATIONAL SUPPORT PERSONNEL POSITIONS

BULLETIN No: 270
DATE: MARCH 10, 2010

Title	Watchman
Location	Northside College Preparatory High School 5501 N. Kedzie Chicago, IL 60625
Position Number	157758
Position Value	1.0
Position Grade	A27
Budget Classification	115
Position Period	12 months
Salary	The minimum annual salary is: \$ 32,708
Position Summary	Responsible for maintaining safety and security in the building during after school hours
Qualifications	Graduation from high school (or GED equivalent). Ability to follow oral and written communication instructions, ability to communicate effectively and tactfully with school personnel, students, parents, guardians, and the general public. Ability to demonstrate reliability and responsibility. Knowledge of basic security procedures.

BULLETIN No: 271
DATE: MARCH 10, 2010

Title	School Security Officer
Location	Steinmetz Academic Centre 3030 N. Mobile Avenue Chicago, Illinois 60634
Position Number	158049
Position Value	1.0
Position Grade	G04
Budget Classification	TBD
Position Period	38.60 Weeks
Salary	The minimum annual salary is: \$24,216.65
Position Summary	Characteristics Of The Job: Under supervision, performs routine security functions to ensure the protection of property and the safety of students and staff at an assigned school; and performs related duties as required. Observes playground area and school grounds and monitors school parking lot to ensure safety and security of students and staff and prevent trespassing, vandalism, and loitering; reports acts of trespassing, vandalism, and loitering to supervisory staff; checks doors and windows to ensure they are properly secured; monitors school entrances to prevent unauthorized entry to building; patrols hallways and lavatories within building to ensure only authorized persons are allowed access and to prevent vandalism; monitors lunchroom areas to maintain order among students and to prevent vandalism; may assist in the supervision of students on school busses and in school in order to maintain discipline and order.

Qualifications

Training and Experience: Graduation from high school (or G.E.D. equivalent). Previous work experience in safety and security is highly desirable.

Knowledge, Abilities, and Skill: Knowledge of basic methods of providing site security and safety, knowledge of basic safety rules and procedures.

Ability to exercise good judgment when responding to safety and security violations and emergencies, ability to work with school-aged children in enforcing safety and security rules and procedures, ability to follow written and oral instructions.

Good oral communication skills, good human relations and interpersonal skills.

Physical Requirements: Light Work: Exerting up to twenty (20) pounds of force occasionally, or up to ten (10) pounds of force frequently, or a negligible amount of force frequently to move objects. Even though weight of force moved may be only a negligible amount, a position should be rated as Light Work (1) when it requires walking or standing to a significant degree; or (2) when it requires sitting most of the time but entails pushing or pulling of arm controls.

BULLETIN No: 272
DATE: MARCH 10, 2010

Title Special Education Classroom Assistant

Location Lincoln Elementary School
615 W. Kemper Place
Chicago, IL 60614 – GSR # 33

Position Number TBD

Position Value 1.0

Position Grade G04

Budget Classification TBD

Position Period 38.60 Weeks

Salary The minimum annual salary is: \$27,489.49

Position Summary This is a current vacancy and we are looking to fill it as soon as possible with the appropriate candidate. The successful candidate for this position will work closely with elementary school children with disabilities to reinforce the needs as stated on students' Individual Education Programs (IEPs). Duties include assistance with academics, lifting and movement of children with physical limitations, and any other related functions as specified in the IEPs. The Special Education Classroom Assistant will work directly with the Special Education teachers.

Qualifications **Training and Experience.** Completion of an Associate's degree from a college or university accredited by the North Central Association or another regional accrediting body, or the successful completion of at least sixty (60) semester hours of college credit at a college or university accredited by the North Central Association or another regional accrediting body, including at least one course in the characteristics of mental retardation and severe/profound disabilities, or the successful completion of a state approved paraprofessional assessment, excellent communication skills, the desire to work with children with special needs, a team-player that works well in taking direction while being a self-starter, to make sound decisions, and the ability to guide and/or lift a child of 50-60 pounds.

EDUCATIONAL SUPPORT PERSONNEL POSITION INFORMATION

BULLETIN No: 270, 271, 272
DATE: MARCH 10, 2010

RESIDENCY REQUIREMENTS (04-0825-P02)

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-P02. All officers and employees hired on or after the effective date of the residency policy November 20, 1996 will be required to be actual residents of the City of Chicago within six months from the day their employment begins.

APPLICATION

Letter of application should contain the following information in the upper right hand corner: bulletin number, position title, name of the department, applicant's name, current work location, home address, and daytime telephone number. Submit letter of application and a resume to: **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark Street, 2nd Floor, Chicago, Illinois 60603 (or GSR #125).

Initial screening of applicants will be based on the contents of letters of application and resumes.

APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of March 24, 2010

STAFFING

Staffing will be consistent with the *Plan for...Integration of Faculties* and established personnel policies and procedures of the Board of Education of the City of Chicago.

If this position is closed or eliminated or if the employee is relieved of his or her duties in this position for any reason other than good cause, the Chicago Public Schools will accept application from the employee for another position appropriate with the employee's certification/qualifications.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).

ASSISTANT PRINCIPALSHIP POSITIONS

BULLETIN No: 273
DATE: MARCH 10, 2010

Cluster/Area	01/02
School Name/ Address	Rogers School - Unit #5630 7345 N Washtenaw Ave Chicago, IL 60645 (or GSR #32)
Telephone	(773) 534-2125
Fax	(773) 534-2193
Freed Assistant Principal Grade	1
Certificate Requirements	See Assistant Principalship Position Information
Submit To Principal:	Christine Jabbari
Other Information	In addition to the qualifications described in the Assistant Principal's Position Information, the applicant should have: Ten years of teaching experience Knowledge of IMPACT Program Expertise in technology including computers and hand held devices Excellent organizational skills, management, and communication skills Flexibility to work beyond a regular eight hour day Successful grant writing experiences Working knowledge of data analysis and SIPAAA Knowledge of personnel policies and board policies The deadline to submit applications is one week after CPS posting date. Do not fax or email resumes.

Cluster/Area	
School Name/ Address	CPS Turnaround High School Marshall High School 3250 West Adams Street Chicago, IL 60624
Telephone	
Fax	
Assistant Principal Grade	Assistant Principal of Student Development & Intervention AP3/AP4
Certificate Requirements	See Other Information
Submit To Principal:	Teach Chicago Turnarounds: turnarounds@cps.k12.il.us April 15, 2010
Other Information	Position Summary The Assistant Principal of Student Development and Intervention leads and aligns the school's energies around helping students develop as socially responsible, mature, compassionate, well-rounded, and intellectually competent young men and women. The AP-SD&I leads and oversees all non-academic programming to ensure a safe and stable school climate and culture where students are ready to learn and are becoming active citizens. (cont...)

Other Information

Primary Accountabilities

This is a non-contract position.

- Serve as an active member of the school's senior leadership team by engaging in the planning, implementation, and evaluation of a number of critical components of the turnaround school, including Counseling, Code Switching & Restorative Justice, Activities & Athletics, and Individualized Education Services (IES).
- Create a Student Development Division that is focused on providing high-quality, comprehensive programming that meets the social-emotional needs of students, fosters strong and positive relationships between students and adults, and actively engages parents and the community.
- Work closely with the senior leadership to analyze both historical and current data about the school's academic achievement, graduation, drop-out, attendance, and freshmen on-track rates and ongoing formative and summative assessment data.
- Help integrate Student Development activities with the school's instructional strategy, school-wide assessments, and freshmen support programs such as AVID, freshmen seminars, tutoring, extra-curriculars, and postsecondary planning.
- Champion the school's usage of a school-wide behavior management system and culture and climate efforts. Model for and lead others in implementation practices.
- Participate in all school-based professional development and faculty meetings as a full-time member of the school community. Lead the organization and implementation of school-wide professional development programming related to the Student Development divisions.

Required Skills

- Strong previous leadership, collaboration, and communication skills; ability to work with a diverse group of professionals around clear goals and expectations
- Predisposition to be proactive and a self-starter; ability to stay several steps ahead and to anticipate and address problems before they develop; comfort with ambiguity and ability to troubleshoot and to devise targeted, ad hoc solutions
- Ability to successfully manage and lead groups of adults toward completion of common goals and expectations, particularly mid-level leaders and front-line staff; comfort with having difficult conversations with adults and making decisions that are in the best interests of students
- Proven ability to bring together school personnel and departments that traditionally work in isolation to work in unison around student needs and school-wide expectations and outcomes
- Willingness to take risks and propose solutions or strategies outside of traditional or current paradigms
- Dogged focus on data and data analysis. Ability to interpret school-wide data on academic achievement, attendance, misconducts, etc. and plan and implement creative changes and improvements in response to data trends
- Proven ability to manage multiple processes and multiple teams, effectively supervise a large staff, operate efficient and effective meetings
- Outstanding time management and organizational skills
- Ability to develop strong, empathetic relationships with students and their families; comfort with entire school community including home visits to at-risk students and their families and outreach to community-based organizations

(cont...)

Other Information

- Willingness to learn specialized knowledge required of each department in the Student Development Division to comprehensively serve the students; specialized knowledge in Response to Intervention (RtI), Student Activities, Counseling, Community Schools programming, Discipline, or Specialized Services strongly preferred
- Ability to lead interviewing and selection process for leaders of each department in Student Development

Education, Certification and Experience Required

- Master's Degree in Education or appropriately related field and Type 75 certificate.
- The Assistant Principal of Student Development should have substantial, successful experience as an educator or counselor and as a leader in an urban high school. Specific qualifications include:
 - 2-3 years leadership experience in an urban high school or related setting
 - Strong general knowledge of the population of students at risk and experience with successful intervention strategies for these students; knowledge of student social and emotional development
 - Experience with managing teams and grooming mid-level managers for leadership positions

How to Apply

To apply, submit your interest to

<https://www.teachertrack.org/MSI/Chicago/Login.aspx>

Email questions or request complete job description to

turnarounds@cps.k12.il.us

Cluster/Area

School Name/ Address

CPS Turnaround High School
Marshall High School
3250 West Adams Street
Chicago, IL 60624

Telephone

Fax

Assistant Principal Grade

Assistant Principal of Curriculum & Instruction
AP3/AP4

Certificate Requirements

See Other Information

Submit To Principal:

Teach Chicago Turnarounds: turnarounds@cps.k12.il.us

Application Deadline: April 15, 2010

Other Information

Position Summary

The Assistant Principal of Curriculum and Instruction (AP of C & I) maintains focus on the adaptive work of building instructional skills, developing leadership capacity, and cognitive coaching abilities of Departments Chairs, while effectively guiding them in the fundamentals of common planning and data driven instructional practices. Instructional improvement is key. The Assistant Principal for Curriculum and Instruction position exists to facilitate school-wide student achievement (as measured by standardized test scores) and attendance by providing collaborative, data driven, adaptive, and instructionally-centered teacher leadership for all academic departments. The Assistant Principal of Curriculum and Instruction is charged with the school's collective teacher quality as measured through the value that teachers add to test scores and attendance through their instructional practice.

Primary Accountabilities

This is a non-contract position.

- Model Excellent Teaching through Coaching and Professional Development Practices
- Observe ADCs and Teachers in their Classrooms & Engage in Developmental Post-Observation Conferences (cont...)

Other Information

- Lead the Instructional Leadership Team Model Training & Model Strong Instructional Leadership
- Lead ADCs to Facilitate Focused, Data-Centered, Healthy, and Effective Common Planning Meetings
- Ensure School-wide Implementation of the Assessment Project
- Ensure Proper Implementation of High School Transformation or Chosen Curriculum
- Create PSAE Prep Program

Required Skills

- Strong previous leadership, collaboration, and communication skills; ability to work with a diverse group of professionals around clear goals and expectations
- Predisposition to be proactive and a self-starter; ability to stay several steps ahead and to anticipate and address problems before they develop; comfort with ambiguity and ability to troubleshoot and to devise targeted, ad hoc solutions
- Ability to successfully manage and lead groups of adults toward completion of common goals and expectations, particularly mid-level leaders and front-line staff; comfort with having difficult conversations with adults and making decisions that are in the best interests of students
- Proven ability to bring together school personnel and departments that traditionally work in isolation to work in unison around student needs and school-wide expectations and outcomes
- Willingness to take risks and propose solutions or strategies outside of traditional or current paradigms
- Dogged focus on data and data analysis. Ability to interpret school-wide data on academic achievement, attendance, misconducts, etc. and plan and implement creative changes and improvements in response to data trends
- Proven ability to manage multiple processes and multiple teams, effectively supervise a large staff, operate efficient and effective meetings
- Outstanding time management and organizational skills
- Ability to develop strong, empathetic relationships with students and their families; comfort with entire school community including home visits to at-risk students and their families and outreach to community-based organizations
- Willingness to learn specialized knowledge required of each department in the Student Development Division to comprehensively serve the students; specialized knowledge in Response to Intervention (RtI), Student Activities, Counseling, Community Schools programming, Discipline, or Specialized Services strongly preferred
- Ability to lead interviewing and selection process for leaders of each department in Student Development

Education, Certification and Experience Required

- Master's Degree in Education or appropriately related field and Type 75 certificate.
- The Assistant Principal of Student Development should have substantial, successful experience as an educator or counselor and as a leader in an urban high school. Specific qualifications include:
 - 2-3 years leadership experience in an urban high school or related setting
 - Strong general knowledge of the population of students at risk and experience with successful intervention strategies for these students; knowledge of student social and emotional development
 - Experience with managing teams and grooming mid-level managers for leadership positions (cont...)

How to Apply

To apply, submit your interest to

<https://www.teachertrack.org/MSI/Chicago/Login.aspx>

Email questions or request complete job description to

turnarounds@cps.k12.il.us

ASSISTANT PRINCIPALSHIP POSITION INFORMATION

BULLETIN No: 273
DATE: MARCH 10, 2010

CERTIFICATE REQUIREMENTS

A valid Type 75 State of Illinois Administrative Certificate with the General Administrative Endorsement is required for an assistant principalship (freed and/or teaching). In addition, a valid State of Illinois standard teaching certificate appropriate to the school setting is also required for a teaching assistant principalship. (Note: Certificate(s) must show a current registration date.)

RESIDENCY REQUIREMENTS (04-0825-PO2)

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-PO2. According to this policy all employees hired on or after November 20, 1996, are required to be actual residents of the City of Chicago within six months from the day their employment with the Chicago Public Schools begins.

SALARY

Assistant Principals are compensated according to a 52-week Administrative Compensation Plan (ACP), a graded salary schedule for administrative personnel. The ACP for Assistant Principals consists of four (4) administrative grade levels that reflect the four possible (4) administrative grades of Principals. All administrators on the ACP, including Assistant Principals, are in salaried positions and do not receive additional compensation for time worked in excess of eight hours per day or forty hours per week.

An Assistant Principal's placement on the ACP is determined by the administrative grade level assigned to the school and the individual's current six-hour per day salary (if a teacher) or monthly salary (if an administrator). Individuals nominated for Assistant Principal positions should verify administrative grade levels on the ACP with hiring Principals. Individuals nominated for Assistant Principal positions should verify step placement on the ACP with the Office of Compensation Management, Office of Human Capital at 773/ 553-1210.

APPLICATION

Qualified persons interested in applying for the position must submit a letter of application, a résumé and a copy of the certificate(s) to the principal of the school in which the vacancy exists.

A letter of application and résumé must be submitted for each advertised assistant principalship vacancy sought by the applicant.

Send copies of application, résumé, and certificate(s) to **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark St., 2nd Floor, Chicago, Illinois 60603 (or GSR #125).

The letter of application should contain the following information in the upper right-hand corner: bulletin number; position number or title and name of school; and applicant's name, current work location, and home address and telephone number. Initial screening will be based on the contents of the letter of application and résumé.

APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of March 24, 2010

SELECTION

Staffing of programs will be consistent with the Plan for Integration of Faculties and established personnel policies and procedures of the Board of Education of the City of Chicago.

Principals should review all letters from applicants and must conduct applicant interviews after receiving from the Office of Human Capital a list of applicants and a recommendation form for completion for the advertised position at their schools.

The principal will submit for processing a recommendation to the Office of Human Capital, 125 South Clark Street, 2nd Floor, Chicago, Illinois 60603 (or GSR #125).

If the advertised position is closed or eliminated or if the employee appointed to the position is relieved of his or her duties and responsibilities in the position for any reason except good cause, the Board of Education of the City of Chicago will accept application from the employee for another available position appropriate with the employee's certification.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).

COUNSELOR POSITIONS

BULLETIN No: 274
DATE: MARCH 10, 2010

Cluster/Area	
School Name/ Address	CPS Turnaround High School Marshall High School 3250 West Adams Street Chicago, IL 60624
Position Title	Director of Counseling
Certificate Requirements	See Other Information
Submit To Principal:	Teach Chicago Turnarounds turnarounds@cps.k12.il.us Application Deadline: May 15, 2010
Other Information	Position Summary The Director of Counseling will be responsible for supervising and developing a counseling department comprised of school counselors, social workers, psychologists and educational support staff. The Director of Counseling will also serve on the school leadership team and play an integral role in shaping the culture and climate of the school. The ideal candidate will be a skilled leader who is intellectually curious, dedicated to social justice and holistic adolescent development, committed to continuous improvement and learning, passionate about helping students, and exceptionally well-organized. All applicants should also be thoroughly familiar with the ASCA model and comfortable with directing a department that operates in accordance with its principles. Ultimately, the position exists to ensure a safe and stable school climate and culture where students are ready to learn because their social and emotional needs are being met. Primary Accountabilities <ul style="list-style-type: none">• Leads the efforts of the department by monitoring and supporting the work of others• Manages quality & execution of Compstat/CARE team process• Participates energetically in supporting implementation of Boy's Town educational model• Coordinates and manages logistical supports and internal business processes needed for department• Manages crisis as Crisis Team Leader• Handles a reasonable amount of most serious referrals Required Skills <ul style="list-style-type: none">• Possesses proven leadership, collaboration, and communication skills; ability to work a diverse group of professionals around a clear goal.• Clinically versed and qualified to provide supervision to a range of mental health workers.• Versed in the ASCA counseling model.• Capable of developing, administering and assessing a data-driven, results-focused, comprehensive school- counseling program.• Ability to chair meeting, delegate duties, assess performance and resolve problems and ultimately producing the desirable/quantifiable results Education, Certification and Experience Required <ul style="list-style-type: none">• Advanced degree in school counseling, social work or mental health related field is required. Certification as school counselor, social worker or psychologist is required. LCSW, LCPC or equivalent is <i>strongly desired</i>. (cont...)

Other Information

- Candidates should have substantial, successful experience as an educator or counselor in an urban high school or community based organization. Desired qualifications include:
 - 2-3 years experience in an urban high school or related setting preferred
 - Administrative and leadership experience is required.
 - Type 73 or 75 certification a plus

How to Apply

To apply, submit your interest to

<https://www.teachertrack.org/MSI/Chicago/Login.aspx>

Email questions or request complete job description to

turnarounds@cps.k12.il.us

Cluster/Area

School Name/ Address

CPS Turnaround High School

Marshall High School

3250 West Adams Street

Chicago, IL 60624

Position Title

Credit Recovery Counselor

Certificate Requirements

See Other Information

Submit To Principal:

Teach Chicago Turnarounds turnarounds@cps.k12.il.us

Application Deadline: April 30, 2010

Other Information

Position Summary

Supervised by the Director of Counseling, the Credit Recovery Counselor will work with the leadership and faculty of a particular high school to help design and implement strategies aimed at significantly increasing the percentage of students who successfully graduate in four years time. These strategies will fall into one of two broad categories; prevention and response. Preventive measures will be emphasized and will consist of systemic initiatives that effectively increase student resiliency, promote motivation, enhance study skills and/or establish the value of a high school education. Preventive measures will address faculty and staff by providing them strategies and insights that will enhance their work with off-track and academically at-risk students. The Credit Recovery Counselor will also be responsible for organizing, promoting and administering credit recovery programs including, but not limited to: evening school, summer school, credit recovery classes such as correspondence, online, and alternative courses, tutoring programs and/or mentoring programs

Primary Accountabilities

- Work as an active member of the Counseling Department by actively engaging a general case load of ~ 250 students.
- Develop a comprehensive program of on-track services that produces high graduation rates by providing systematic supports to all students and individualized responses to each off-track student.
- Work closely with the faculty and staff to increase their understanding of student struggles and enhance their ability to more ably prevent and respond to it.
- Coordinate school programs, resources, and faculty in sustained implementation of the school's credit recovery program.
- Help integrate the credit recover programming with the school's instructional strategy, student development plan, and other freshmen support programs such as AVID, freshmen seminars, tutoring, extra-curriculars, and postsecondary planning.
- Continually reflect on and document the efficacy of the credit recovery recovery's programming; making mid-course adjustments when necessary.
- Participate in all school-based professional development and faculty meetings as a full-time member of the school community.

(cont...)

Other Information

Required Skills

- Strong leadership, collaboration, and communication skills; ability to work a diverse group of professionals around a clear goal
- Predisposition to be proactive and a self-starter; ability to stay several steps ahead and to anticipate and address problems before they develop; comfort with ambiguity and ability to troubleshoot and to devise targeted, ad hoc solutions
- Willingness to take risks and propose solutions or strategies outside of traditional or current paradigms
- Ability to develop strong, empathetic relationships with students and their families; comfort with entire school community including home visits to at-risk students and their families and outreach to community-based organizations

Education, Certification and Experience Required

- Advanced degree in school counseling, social work or mental health related field.
- A Credit Recovery Counselor should have substantial, successful experience as an educator or counselor in an urban high school or community based organization. Desired qualifications include:
 - 2-3 years experience in an urban high school or related setting
 - Strong general knowledge of the population of students at risk of dropping out and experience with successful intervention strategies for these students; knowledge of student social and emotional development

How to Apply

To apply, submit your interest to

<https://www.teachertrack.org/MSI/Chicago/Login.aspx>

Email questions or request complete job description to

turnarounds@cps.k12.il.us

COUNSELOR POSITION INFORMATION

BULLETIN No: 274
DATE: MARCH 10, 2010

QUALIFICATIONS

Applicants must have been awarded from an accredited college or university a master's degree in guidance and counseling or a master's degree for completion of an approved program in guidance, consisting of 48 semester hours of coursework. Applicants must also hold a valid Type 73 State of Illinois School Service Personnel Certificate with an Endorsement Guidance. (Note: Certificate(s) must show a current registration date.)

RESIDENCY REQUIREMENTS (04-0825-P02)

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-P02. All officers and employees hired on or after the effective date of the residency policy November 20, 1996 will be required to be actual residents of the City of Chicago within six months from the day their employment begins.

SALARY

Based on the appropriate lane and step of the 40-week teacher salary schedule.

APPLICATION

Qualified persons interested in applying for the position must submit a letter of application, a résumé and a copy of the certificate(s) to the principal of the school in which the vacancy exists.

A letter of application and résumé must be submitted for **each** advertised counselor vacancy the applicant seeks. Send copies of application, résumé, and certificate(s) to **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark St., 2nd Floor, Chicago, Illinois 60603 (or GSR #125).

The letter of application should contain the following information in the upper right-hand corner: bulletin number; position number or title and name of school; and applicant's name, current work location, and home address and telephone number. Initial screening will be based on the contents of the letter of application and résumé.

APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of March 24, 2010

SELECTION

Staffing of programs will be consistent with the *Plan for ... Integration of Faculties* and established personnel policies and procedures of the Board of Education of the City of Chicago.

Principals should review all letters from applicants and must conduct applicant interviews after receiving from the Office of Human Capital a list of applicants for the advertised position at their schools.

The principal will submit for processing a recommendation to the Office of Human Capital, 125 South Clark St., 2nd Floor, Chicago, Illinois 60603 (or GSR #125).

If the advertised position is closed or eliminated or if the employee appointed to the position is relieved of his or her duties and responsibilities in the position for any reason except good cause, the Board of Education of the City of Chicago will accept application from the employee for another available position appropriate with the employee's certification.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).

SCHOOL PSYCHOLOGIST POSITIONS

BULLETIN No: 275
DATE: MARCH 10, 2010

Cluster/Area

School Name/Address

CPS Turnaround High School
Marshall High School
3250 West Adams Street
Chicago, IL 60624

Certificate Requirements Submit To

See Other Information
Teach Chicago Turnarounds: turnarounds@cps.k12.il.us
Application Deadline: May 15, 2010

Other Information

Position Summary

Supervised by the Assistant Principal of Student Development and Intervention, the school psychologist supports students in achieving their fullest potential by assisting in the implementation of comprehensive programming that successfully develops student resiliency, increases self-awareness, improve interactive skills, and facilitate environmental changes that will enable successful functioning within the learning setting. School psychologists also provide crisis intervention as well as individual and group intervention services supporting mental health issues for students, school personnel and community/family. Student development in Turnaround Schools adheres to a Response to Intervention conceptual framework which adheres to an outcomes-based orientation as opposed to an eligibility focus

Primary Accountabilities

- **Assessment and Interpretation**
 - Identifies and assesses the learning, development, and adjustment characteristics and needs of individuals and groups, as well as, the environmental factors that affect learning and adjustment. Uses assessment data about the student and his/her environment(s) in developing appropriate interventions and programs
- **Intervention**
 - Provides interventions to students to support the teaching process and to maximize learning and adjustment
- **Consultation and Training**
 - Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.
- **Demonstrates knowledge of consultation models and processes.**
- **Program Development**
 - Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.
- **Program Implementation**
- **Delivers a planned and coordinated program of psychological services.**

(cont...)

Other Information

- **Professional Practice and Development**
 - Applies ethics and standards of professional practice in the delivery of school psychological services and observes relevant laws and policies that govern practice. Participates in professional organizations and continually seeks to improve professional knowledge and skill.

Required Skills

- Highly skilled in assessment and a select range of psychologically grounded interventions
- Highly skilled in various approaches to change and problem resolution.
- Willing to take risks in terms of attempting new interventions and strategies and to (re)examine their beliefs about special education and services to students with special needs.
- Willing and able to be present and productive in the classroom.
- Capable of determining more efficient ways to provide services to more students Proactive, preventative, positive.
- Strong leadership, collaboration, and communication skills; ability to work a diverse group of professionals around a clear goal
- Predisposition to be proactive and a self-starter; ability to stay several steps ahead and to anticipate and address problems before they develop; comfort with ambiguity and ability to troubleshoot and to devise targeted, ad hoc solutions
- Willingness to take risks and propose solutions or strategies outside of traditional or current paradigms
- Ability to develop strong, empathetic relationships with students and their families; comfort with entire school community including home visits to at-risk students and their families and outreach to community-based organizations

Education, Certification and Experience Required

- Applicants must possess an advanced degree in psychology from an accredited college or university. Applicants must also hold a valid Type 73 State of Illinois School Service Personnel Certificate. (Note: Certificate(s) must show a current registration date.)
- The school psychologist should have substantial, successful experience in an urban high school or community based organization. Desired qualifications include:
 - Proficient in primary prevention and secondary and tertiary prevention.
 - 2-3 years experience in an urban high school or related setting
 - Strong general knowledge of the population of students at risk of dropping out and experience with successful intervention strategies for these students; knowledge of student social and emotional development

How to Apply

To apply, submit your interest to

<https://www.teachertrack.org/MSI/Chicago/Login.aspx>

Email questions or request complete job description to turnarounds@cps.k12.il.us

SCHOOL PSYCHOLOGIST POSITION INFORMATION

BULLETIN No: 275
DATE: MARCH 10, 2010

REQUIREMENTS

Applicants must hold a valid Type 73 State of Illinois School Service Personnel Certificate with a School Psychologist Endorsement. (Note: Certificate(s) must show a current registration date.)

RESIDENCY REQUIREMENTS (04-0825-P02)

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-P02. All officers and employees hired on or after the effective date of the residency policy November 20, 1996 will be required to be actual residents of the City of Chicago within six months from the day their employment begins.

SALARY

Based on the appropriate lane and step of the 48-week teacher salary schedule.

APPLICATION

Qualified persons interested in applying for the position must submit a letter of application, a résumé, and a copy of the certificate(s) to the principal of the school in which the vacancy exists.

A separate letter of application and résumé must be submitted for each advertised school psychologist vacancy the applicant seeks. Send copies of application, résumé, and certificate(s) to **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark St., 2nd Floor, Chicago, Illinois 60603 (or GSR #125). The letter of application should contain the following information in the upper right-hand corner: bulletin number; title and name of school; and applicant's name, current work location, and home address and telephone number. Initial screening will be based on the contents of the letter of application and résumé.

APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of March 24, 2010

SELECTION

Staffing of programs will be consistent with the *Plan for ... Integration of Faculties* and established personnel policies and procedures of the Board of Education of the City of Chicago.

Principals should review all letters from applicants and must conduct applicant interviews after receiving from the Office of Human Capital a list of applicants and a recommendation form for completion for the advertised position at their schools.

The principal will submit for processing a recommendation to Staffing, Office of Human Capital, 125 South Clark St., 2nd Floor, Chicago, Illinois 60603 (or GSR #125).

If the advertised position is closed or eliminated or if the employee appointed to the position is relieved of his or her duties and responsibilities in the position for any reason except good cause, the Board of Education of the City of Chicago will accept from the employee for another available position appropriate with the employee's certification.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).

TEACHING OPPORTUNITIES POSITIONS

BULLETIN No.: 276
DATE: MARCH 10, 2010

Please Note: Anticipated Teaching positions for the 2010-2011 school year are located after IMMEDIATE HIRE positions

IMMEDIATE HIRE: POSITIONS AVAILABLE

Cluster/Area	01/01
School Name/Address	Disney II Magnet School/ Unit 26921 3815 N. Kedvale Chicago, IL 60641 (or GSR #29)
Telephone	(773) 534-3750
Fax	(773) 534-3757
Grade or Subject	K-4
Certificate Requirements	Type 03
Submit To Principal	Bogdana Chkoumbova
Other information	Disney II Magnet School is in search for teachers with skills in the following areas: <ul style="list-style-type: none">• Familiar with Balanced Literacy, Everyday Math, Writer's and Reader's Workshop, and Integrated Thematic Units• Data analysis and instructional design (STEP, SCANTRON, Interim math assessments)• Familiar with: STEP Assessment, Scantron, ISAT, CIM, value-added growth• Integration of technology into the curriculum; familiar with SMARTBoards, document cameras, and tablets• Superior oral and writing communication skills• Collaboration and teamwork is required (Grade level, specialists, vertical teams, committees, parents, etc.) Education, Certifications, and Work Related Experience: <ul style="list-style-type: none">• Masters Degree preferred• National Board Certification preferred• Endorsements in one or more areas: Language Arts, Mathematics, Science, Social Studies, or Special Education.
Cluster/Area	02/06
School Name/Address	Prescott School - Unit #5500 1632 W. Wrightwood Chicago, IL 60614 (GSR #35)
Telephone	(773) 534-5505
Fax	Please email applications. No faxes or walk-ins accepted. Please no phone inquiries.
Anticipated Date:	Immediate
Grade or Subject	PreK-4th Magnet Cluster Lead Teacher
Certificate Requirements	Type 03

**Submit To Principal
Other information**

Mr. Erin Roche, Email at: eroche@cps.k12.il.us

Additional preferred certificates and training: Reading Specialist (Type 10); completed Cognitive Coaching (or similar) training; completed Responsive Classroom training; completed Multi-sensory phonics training; completed Jr. Great Books training; Bilingual/ESL endorsement. Prescott School is staying open next school year. This is a re-advertisement. Previous applications are being considered and do not need to re-apply.

Prescott Magnet Cluster School seeks a knowledgeable Magnet Cluster Lead Teacher for grades PreK-4th effective immediately. Prescott a Track E calendar school. This is a re-advertisement. Previous applications are being considered and do not need to re-apply.

Characteristics of high-quality candidates include:

High expectations of students, colleagues, and self:

- High expectations that all children will learn
- Personal responsibility for the success of all children
- Rigorous learning standards for all children
- Developmentally appropriate classroom management skills
- Expertise in developing strong classroom community among children (Responsive Classroom).

Knowledge of curriculum, assessment, and instruction:

- Expertise in Balanced Literacy framework including Being a Writer, Making Meaning, Centers, and Guided Reading.
- Expertise in Jr. Great Books literature program.
- Expertise in Orton-Gillingham's multi-sensory phonics
- Experience with various forms of assessment, and the ability to interpret data.
- Ability to adjust teaching based on data from formative and summative assessments.

Professional growth and contribution:

- Demonstrated ability to receive coaching and support as you improve instructional strategies.
- Demonstrated ability to coach colleagues to dramatically improve teaching and learning
- Collaboration with colleagues and Grade Level Teams
- Actively work with students, teachers, and families to ensure a safe and orderly school environment
- Ability to guide and strengthen the work of colleagues and school at large.
- Leadership in organizing Family Nights
- Experience with NCTE & IRA programs and expectations
- Teachers with Spanish-speaking ability also encouraged to apply.

In your cover letter, please discuss three pieces of evidence from one or more of these areas. Give one example of overcoming great odds to make students successful.

Email cover letter and resume to principal Mr. Erin Roche at eroche@cps.k12.il.us. No phone inquires please. Faxed applications will not be considered. Looking forward to meeting candidates passionate about continuing to transform Prescott School.

Cluster/Area	03/25
School Name/Address	Al Raby High School For Community & Environment/ Unit 7690 3545 W. Fulton, Blvd. Chicago, Illinois, 60624 (or GSR #34)
Telephone	(773) 534-6755
Fax	(773) 534-6938
Grade or Subject	English (British Literature & Advanced Placement English Language & Composition)
Certificate Requirements	Type 09 w/English Endorsement Masters Masters Degree is Preferred but not required.

**Submit To Principal
Other information**

Assistant Principal, Ms. V. Perry, vrperry@cps.k12.il.us
The ideal candidate must:

- Facilitate instruction effectively as it relates to classroom delivery.
- Maintain a working, efficient, and safe classroom environment.
- Have a proven understanding of the Illinois Learning Standards associated with their discipline and be able to demonstrate this through a classroom lesson.
- Work collaboratively with colleagues on instructional and curricular items.
- Possess a willingness to perform duties outside of the classroom.
- Support the goals outlined in the SIPAAA and support the work that goes into on-going school improvement.
- Express a willingness to implement new ideas and techniques into their classroom curriculum as it relates to Social and Emotional Learning.

Cluster/Area

03/25

School Name/Address

Al Raby High School For Community & Environment/ Unit 7690

3545 W. Fulton, Blvd.

Chicago, Illinois, 60624 (or GSR #34)

Telephone

(773) 534-6755

Fax

(773) 534-6938

Grade or Subject

United States History and/or Contemporary American History

Certificate Requirements

Type 09 w/History Endorsement with a Concentration in U.S. History and/or Modern World History; Masters Degree is Preferred but not required.

**Submit To Principal
Other information**

Assistant Principal, Ms. V. Perry, vrperry@cps.k12.il.us
The ideal candidate must:

- Facilitate instruction effectively as it relates to classroom delivery.
- Maintain a working, efficient, and safe classroom environment.
- Have a proven understanding of the Illinois Learning Standards associated with their discipline and be able to demonstrate this through a classroom lesson.
- Work collaboratively with colleagues on instructional and curricular items.
- Possess a willingness to perform duties outside of the classroom.
- Support the goals outlined in the SIPAAA and support the work that goes into on-going school improvement.
- Express a willingness to implement new ideas and techniques into their classroom curriculum as it relates to Social and Emotional Learning.

Cluster/Area

04/10

School Name/Address

Davis School – Unit #2970

3014 W. 39th Place

Chicago, IL 60632 (or GSR #39)

Telephone

(773) 535-4540

Fax

(773) 535-4510

Anticipated Date:

Immediate

Grade or Subject

Science

Certificate Requirements

Type 03 w/Middle School Science Endorsement

**Submit To Principal
Other information**

Dr. Santos Gomez, Ed D

Cluster/Area

05/11

School Name/Address

Marquette School - Unit #24341

6550 S. Richmond St.

Chicago, IL 60629 (or GSR #44)

Telephone

(773) 535-9260

Fax

(773) 535-9266 (submit resumes and cover letters via email)

Grade or Subject 8th Language Arts and/or Social Studies

Certificate Requirements Type 03 w/Language Arts and/or Social Studies and Spanish Bilingual Endorsement

Submit To Principal Paul O'Toole, plotoole@cps.k12.il.us

Other information This is an anticipated vacancy for a temporary position to cover a leave that will likely go through the end of the school year.
The successful candidate will possess middle school certification with endorsements in Language Arts and/or Social Studies. The successful candidate must be able to collaborate with peers and prepare lesson plans for differentiated instruction aligned with the Illinois Learning Standards. The successful candidate must also be familiar with research-based strategies for instruction and classroom management, such as social emotional learning strategies. He or she must be proficient in the teaching of writing across the curriculum.

Cluster/Area 05/11

School Name/Address **Marquette School - Unit #24341**
6550 S. Richmond St.
Chicago, IL 60629 (or GSR #44)

Telephone (773) 535-9260

Fax (773) 535-9266 (submit resumes and cover letters via email)

Grade or Subject **Special Education Resource TAT position**

Certificate Requirements Type 03 w/Special Education, Middle School Endorsement

Submit To Principal Paul O'Toole, plotoole@cps.k12.il.us

Other information This is an anticipated vacancy to cover a leave.
Must be very organized and able to complete eIEPs. Must be able to create developmentally appropriate lesson plans aligned with Illinois Learning Standards and modified in accordance with IEPs. Must be able to collaborate in planning with the regular education teachers.

Cluster/Area 05/11

School Name/Address **Marquette School - Unit #24341**
6550 S. Richmond St.
Chicago, IL 60629 (or GSR #44)

Telephone (773) 535-9260

Fax (773) 535-9266 (submit resumes and cover letters via email)

Grade or Subject **2nd Bilingual Spanish**

Certificate Requirements Type 3 w/Bilingual Spanish Endorsement.

Submit To Principal Paul O'Toole, plotoole@cps.k12.il.us

Other information This is an anticipated vacancy for a TAT position to cover a leave.
Must be very organized and be able to create developmentally appropriate lesson plans aligned with Illinois Learning Standards and differentiated to address the needs of ELLs. Must be able to collaborate in planning with the regular ed teachers.

Cluster/Area 05/51

School Name/Address **Peace and Education Coalition Alternative School – Sinclair Campus - Unit #67021**
4946 South Paulina Street
Chicago, IL 60609 (or GSR #42)

Telephone e-mail resumes only

Fax (773)535-9477

Anticipated Date: **Immediate**

Grade or Subject **9-12 Environmental Science**

Certificate Requirements Type 09 w/Environmental Science Endorsement

Submit To Principal Ms. Brigitte Swenson, blswenson@cps.k12.il.us

Other information

This is an immediate position for the Sinclair Campus. The successful candidate will teach on a block schedule and work collaboratively with a small team of teachers to employ creative instructional strategies in order to meet the needs of all students. PECASP is a small alternative high school program that provides a non-traditional educational opportunity for young men and women who have previously dropped out of high school, but desire to achieve a high school diploma and a new chance to fully participate in the economic and social spheres of life through guidance and support. Bilingual applicants and applicants with multiple endorsements (Chemistry and/or Biology) are encouraged to apply.

For more information about our program: www.peaceandeducationschools.org

Cluster/Area	05/15
School Name/Address	Reavis School – Unit #5580 834 E. 50 TH ST. Chicago, IL 60615 (or GSR #41)
Telephone	(773) 535-1060
Fax	(773) 535-1032
Grade or Subject	2/3 Multi-age classroom
Certificate Requirements	Type 3
Submit To Principal	Mr. Michael T. Johnson
Other information	Join Chicago's first Expeditionary Learning Public School where we are designing an engaging curriculum for student learning. Interested candidates should email resumes and a cover letter to akhelghati@cps.k12.il.us The candidate for this position must have the following qualifications: <ul style="list-style-type: none"> • A team player. • Have a strong background in a balanced literacy program including reading and writing workshop. • Excellent management skills and organizational skills. • Able to work collaboratively with administrators, staff, parents and students. • Comfortable using data to inform instruction for student success.

Cluster/Area	06/17
School Name/Address	Bouchet Math & Science Academy 7355 S. Jeffery Chicago, IL 60649 (or GSR #49)
Telephone	773 535-0501
Fax	773 535-0559
Grade or Subject	Special Education – Cross Categorical
Certificate Requirements	Type 10 w/Special Education Endorsement
Submit To Principal	Mrs. Kim Sims
Other information	Ideal candidate will: <ul style="list-style-type: none"> • have experience working with special education students • possess good classroom management skills • participate in IEP Conferences • have knowledge of LRE • demonstrate knowledge and ability to complete IEP's • demonstrate ability to collaborate with colleagues, parents, staff, administration • use a variety of instructional strategies • have excellent organizational skills • Compilation of Anecdotal N • set high standards and expectations for all students utilize data to drive instruction

Cluster/Area	06/16
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School Name/Address	Foster Park Fine and Performing Arts Magnet School – Unit #3430 8530 S. Wood Chicago, IL 60620 (or GSR #49)
Telephone	(773) 535-2527
Fax	(773) 535-2740
Anticipated Date:	Immediate
Grade or Subject	Intermediate/upper Special Education Cross Cat-Ld/Bd-Instr
Certificate Requirements	Type 3 w/Special Education Endorsement
Submit To Principal	Mr. John Webb
Other information	We are seeking a full-time special education teacher who is highly qualified to teach students with varying needs and a performance record for collaborating with general education teachers on meetings students' needs in accordance with LRE, <ul style="list-style-type: none"> • setting goals for individualized education plan benchmarks that are achievable and comparable to non-special education students in accordance with the LRE mandate • work collaboratively with the case manager to determine instructional and social needs of students that ensure success while also participating on the multidisciplinary team to promote students' well being • work collaboratively with community, colleagues, parents, staff and administration • advocating for students with special needs • collaborating with fellow teachers to create a data-driven, learner-centered, friendly and safe environment demonstrating shared responsibility for achievement • designing engaging and personalized instruction that nurtures and empowers the whole child resulting in improves student achievement • leading staff development initiatives for LRE accommodations and modifications to development a plan for teaching and learning that addresses the individual student • excellent interpersonal relationship skills • excellent verbal and written communication skills • understanding of the Illinois Learning Standards • able to integrate and utilize Learning standards in designing rigorous lessons • proficient and comfortable using technology (E-IEP) • possess great classroom management skills Candidates are requested to submit resumes and cover letters via mail (No Faxes or Calls please)

Cluster/Area	06/18
School Name/Address	Lavizzo School – Unit #6260 138 W. 109 th Street Chicago, IL 60628 (or GSR #48)
Telephone	(773) 535-5300
Fax	(773) 535-5313
Grade or Subject	6th
Certificate Requirements	Type 03 or Type 10
Submit To Principal	Tracey Stelly
Other information	The successful candidate(s) must: <ul style="list-style-type: none"> • Have a belief, commitment and passion for educating All children. • Establish and maintain a positive and inviting classroom setting that is conducive to ongoing teaching and learning. • Exhibit excellent classroom management skills. • Ability to differentiate instruction while implementing balanced literacy, learning centers, and other research-based literacy strategies that support overall student learning. (cont...)

Other information

- Successful experience with utilizing data to drive instruction.
- Be able to work collaboratively and cooperatively with colleagues and parents in a team setting.
- Have excellent communication skills (written, verbal and listening) that will promote and support positive interpersonal skills among students, staff, parents and administration.
- Willingness to attend professional development activities in order to acquire content knowledge and skills needed to successfully support our students.
- Be able to integrate technology across the curriculum to enhance student achievement.

Cluster/Area	06/18
School Name/Address	Lavizzo School – Unit #6260 138 W. 109 th Street Chicago, IL 60628 (or GSR #48)
Telephone	(773) 535-5300
Fax	(773) 535-5313
Grade or Subject	Physical Education
Certificate Requirements	Type 10 or Type 03 w/Physical Education Endorsement
Submit To Principal	Tracey Stelly
Other information	Candidates must have Elementary School Experience and Strong Classroom Management Skills.

Cluster/Area	
School Name/Address	CPS Turnaround High School Fenger High School 11220 S Wallace St Chicago, IL 60628
Anticipated Date:	Immediate
Grade or Subject	Fenger High School (9-12) is seeking qualified, outstanding teachers in the following subject areas: <ul style="list-style-type: none"> ◆ Math ◆ Physical Education
Certificate Requirements	Type 9 or 10, or alternative certification issued by the ISBE, <u>as appropriate to the position</u> . Content area certification or endorsement required.
Submit To Principal	EMAIL RESUME AND COVER LETTER TO: turnarounds@cps.k12.il.us
Other information	Successful candidates must demonstrate the following: <ul style="list-style-type: none"> • The drive and actions to set challenging goals and reach a high standard of performance despite barriers. • Exceptional critical thinking and analytical skills that enable teachers to assess qualitative and quantitative data in order to drive student achievement. • Effective instructional strategies and significant content knowledge. • Demonstrated knowledge and understanding of and record of and/or ability to effectively implement balanced literacy instruction. • Excellent direct instructional skills and experience and/or ability to employ student-centered learning instructional techniques. • Record of excellent classroom management skills or demonstrated ability to effectively manage a classroom. • Demonstrated ability and/or experience in diversifying instructional strategies to meet the needs of all students. • Demonstrated proficiency in making data-driven pedagogical decisions, i.e., ability to conduct data analysis with respect to student performance and make modifications, adjustments or changes to instruction, curriculum and teaching techniques based on data analysis.

(cont...)

Other information

- Experience, ability and/or willingness to participate in collaborative instructional planning and development with professional colleagues, i.e., candidates must make a commitment to, and demonstrate ability to, work collaboratively with colleagues on instructional and curricular issues, including the creation of curriculum units.
- Demonstrated ability to work collaboratively in, and with, a diverse school community including parents, guardians and other community stakeholders, in providing top quality elementary education, e.g., experience, interest and/or ability to assist and develop SIPAAA in collaboration with parents and community members; experience and/or ability to engage parents and guardians in collegial and collaborative effort to address students' educational needs.
- Knowledge and experience in curriculum mapping.
- Valid ISBE teaching certification with endorsements as appropriate to the position.
- Experience with the following is *strongly preferred*: Positive Behavior Interventions and Supports (PBIS) and experience developing and implementing Individualized Education Programs

***Note:** *The foregoing commitments are pre-conditions on which offers of employment for these positions will be made. Commitment is on-going and successful applicants who fail to meet commitments are subject to removal from position.*

Change Schools. Change Lives. Teach Chicago Turnarounds.
www.TeachChicagoTurnarounds.org

Cluster/Area	AMPS / 54
School Name/Address	Smyser Elementary School - Unit #5960 4310 N. Melvina Ave. Chicago, IL 60634 (or GSR #30)
Telephone	(773) 534-3711
Fax	(773) 534-3555
Grade or Subject	Primary
Certificate Requirements	Type 04
Submit To Principal	Mr. Jerry Travlos
Other information	Please submit hard copies of resumes to the main office or by mail. Smyser is seeking a dynamic individual committed to providing students with high quality and innovative learning experiences that integrate technology and cultivate an appreciation of the arts. Candidates must demonstrate strong communication skills with families, students, and staff and a willingness to work collaboratively in team settings. Candidates must also exhibit superior classroom management techniques and be motivated to further develop best teaching and learning practices through extended learning opportunities. Preference will be given to candidates with a Spanish and/or Polish bilingual endorsement.

Cluster/Area	AMPS / 54
School Name/Address	Smyser Elementary School - Unit #5960 4310 N. Melvina Ave. Chicago, IL 60634 (or GSR #30)
Telephone	(773) 534-3711
Fax	(773) 534-3555
Grade or Subject	Intermediate
Certificate Requirements	Type 03
Submit To Principal	Mr. Jerry Travlos

Other information

Please submit hard copies of resumes to the main office or by mail. Smyser is seeking a dynamic individual committed to providing students with high quality and innovative learning experiences that integrate technology and cultivate an appreciation of the arts. Candidates must demonstrate strong communication skills with families, students, and staff and a willingness to work collaboratively in team settings. Candidates must also exhibit superior classroom management techniques and be motivated to further develop best teaching and learning practices through extended learning opportunities. Also, experience administering DIBELS or adaptive assessments are a plus. Preference will be given to candidates with endorsements in reading and/or math and bilingual Spanish and/or Polish endorsement.

Cluster/Area	AMPS / 54
School Name/Address	Smyser Elementary School - Unit #5960 4310 N. Melvina Ave. Chicago, IL 60634 (or GSR #30)
Telephone	(773) 534-3711
Fax	(773) 534-3555
Grade or Subject	Upper
Certificate Requirements	Type 03 or Type 09 w/Middle School Endorsement
Submit To Principal	Mr. Jerry Travlos
Other information	Please submit hard copies of resumes to the main office or by mail. Smyser is seeking a dynamic individual committed to providing students with high quality and innovative learning experiences that integrate technology and cultivate an appreciation of the arts. Candidates must demonstrate strong communication skills with families, students, and staff and a willingness to work collaboratively in team settings. Candidates must also exhibit superior classroom management techniques and be motivated to further develop best teaching and learning practices through extended learning opportunities. Preference will be given to candidates with multiple endorsements, particularly Algebra 1.

Cluster/Area	
School Name/Address	CPS Turnaround High School Marshall High School 3250 West Adams Street Chicago, IL 60624
Telephone	
Fax	
Grade or Subject	Academic Department Chair
Certificate Requirements	<ul style="list-style-type: none"> Type 09 (with appropriate content area endorsements), 10 or an alternative certification issued by the ISBE. Appropriate subject and high school endorsements are required for these positions. Masters Degree and Type 75 preferred for leadership roles.
Submit To Principal	Teach Chicago Turnarounds turnarounds@cps.k12.il.us Application Deadline: May 15, 2010
Other information	Position Summary: Academic Department Chairs are key leadership positions for ensuring that Turnaround schools makes substantial gains in student academic achievement. The Department Chair will be freed from some classroom duties in order to visit the classrooms of other teachers in his or her department, and perform post-observation conferences on a weekly basis in a manner that helps teachers improve their teaching practice. <i>Additional compensation is provided for department chairs.</i> Strong candidates will coach other teachers, lead common planning meetings that use data to improve student achievement, and take leadership and responsibility for all of the instructional leadership needs in the department (cont...)

Other information

Primary Accountabilities

- Promote a widely shared institutional belief that every child deserves and can have expert instruction and that all team members must be advocates for students
- Work closely with the Team to analyze current classroom summative data and devise effective instructional re-teaching plans around student learning gaps to ensure students academic achievement.
- Support the team's teachers by continually observing the teachers in their classrooms and engaging in developmental post-conferences.
- Support teachers in successfully implementing the school-wide instructional strategy of Reading Comprehension.
- Continually reflect on and document the effectiveness of the Team's (or individual teacher's) re-teaching plans and making mid-course adjustments when necessary.
- Participate in all school-based professional development and faculty meetings as a full-time member of the school community.
- Model excellent teaching and be willing to let others observe one's own teaching.
- Fully participate in the Instructional Leadership Team model
- Facilitate focused, data-centered, healthy and effective common planning meetings.

Required Skills

Specific qualifications for an Academic Department Chair include:

- 3 or more years of experience in an urban high school or related setting.
- Strong general knowledge of the population of students at risk of dropping out and experience with successful intervention strategies for these students; knowledge of student social and emotional development.
- Led a team of adults around a particular student related instructional goal(s) with proven results.
- Provided Professional Development for a group or team of adults

Applicants with the following qualifications are preferred:*

- National Board Certification or Golden Apple Award recipients
- Three years teaching experience
- Knowledge and experience in curriculum mapping
- Masters or advanced degrees

(*Note: Possession of preferred qualifications does not guarantee selection.)

How to Apply

To apply, submit your interest to

<https://www.teachertrack.org/MSI/Chicago/Login.aspx>

Email questions or request complete job description to turnarounds@cps.k12.il.us

Anticipated Teaching positions for the 2010-2011 Academic year

Cluster/Area	
School Name/Address	CPS Turnaround High School John Marshall Metropolitan 3250 West Adams Street Chicago, IL 60624
Telephone	
Fax	
Anticipated Date:	2010-2011 School Year (38.6 weeks)
Grade or Subject	9th Grade On-Track Facilitator
Certificate Requirements	See Other Information
Submit To	Please submit cover letter and resume via email to OSTHiring@gmail.com

Other information

Position Summary

Supervised by the Director of Counseling, the 9th Grade On-Track Facilitator will work with the leadership and faculty of a particular high school to help design and implement strategies aimed at significantly increasing the school's percentage of freshmen who are on track to graduate within four years. These strategies will fall into three categories: prevention, including efforts to help incoming freshmen be ready for and transition smoothly into high school; intervention, including outreach and services to students who are showing signs of becoming disengaged from school; and credit recovery, including efforts to help students recoup academic credits if they have failed a course during the freshman year.

Essential Functions

- Work as an active member of the Counseling Department by actively engaging a general case load of ~ 250 students.
- Work as an active member of the Counseling Department by actively engaging a general case load of students and overseeing 9th Grade On-Track program.
- Create an On-Track Team and work with them to design a comprehensive strategy for significantly increasing the school's freshmen on-track rate, including activities in all three categories of prevention, intervention, and credit recovery.
- Work closely with the Team to analyze both historical and current data about the school's graduation, drop-out, attendance, and freshmen on-track rates and ongoing formative and summative assessment data.
- Coordinate school programs, resources, and faculty in sustained implementation of the Team's strategies.
- Help integrate the Team's activities with the school's instructional strategy, student development plan, and other freshmen support programs such as AVID, freshmen seminars, tutoring, extra-curriculars, and postsecondary planning.
- Continually reflect on and document the efficacy of the Team's intervention strategies; making mid-course adjustments when necessary.
- Participate in all school-based professional development and faculty meetings as a full-time member of the school community.

Qualifications, Training and Experience:

- Strong leadership, collaboration, and communication skills; ability to work a diverse group of professionals around a clear goal
- Predisposition to be proactive and a self-starter; ability to stay several steps ahead and to anticipate and address problems before they develop; comfort with ambiguity and ability to troubleshoot and to devise targeted, ad hoc solutions
- Willingness to take risks and propose solutions or strategies outside of traditional or current paradigms
- Ability to develop strong, empathetic relationships with students and their families; comfort with entire school community including home visits to at-risk students and their families and outreach to community-based organizations

Knowledge, Ability and Skill:

- Advanced degree in school counseling, social work or mental health related field.
- A 9th Grade On-Track Facilitator should have substantial, successful experience as an educator or counselor in an urban high school or community based organization. Desired qualifications include:
- 2-3 years experience in an urban high school or related setting
- Strong general knowledge of the population of students at risk of dropping out and experience with successful intervention strategies for these students; knowledge of student social and emotional development

TEACHING OPPORTUNITIES POSITION INFORMATION

BULLETIN NO.: 276
DATE: MARCH 10, 2010

RESIDENCY REQUIREMENTS (04-0825-P02)

All employees of the Chicago Public Schools must adhere to the Residency Policy for All Employees of the Board of Education, adopted by Board Action on August 25, 2004, Board Report Number 04-0825-P02. All officers and employees hired on or after the effective date of the residency policy November 20, 1996 will be required to be actual residents of the City of Chicago within six months from the day their employment begins.

SALARY

Based on the salary the individual would receive at the appropriate lane and step of the 40-week teacher salary schedule.

APPLICATION

Interested, qualified persons are encouraged to communicate directly with the administrative unit head named by letter or by telephone.

The letter of application should contain the following information in the upper right-hand corner: bulletin number; position title, name of school; and the applicant's name, current work location, telephone number, home address and telephone number. (Note: Copy/copies of required certificate(s) should be submitted with application for position. Certificate(s) must show a current registration date.)

A letter of application and résumé must be submitted for each advertised teaching vacancy the applicant seeks. Send copies of letter of application, résumé and certificate(s) for each position to **Résumé Intake Mailbox**, Office of Human Capital, 125 South Clark St., 2nd Floor, Chicago, Illinois 60603 (or GSR #125). Initial screening will be based on the contents of the letter of application and résumé. Letters of Application will not be accepted through e-mail.

APPLICATION DEADLINE: by 5:00 p.m. of the close of the Business Day of March 24, 2010

STAFFING

Staffing will be consistent with the *Plan for...Integration of Faculties* and established personnel policies and procedures of the Board of Education of the City of Chicago.

If the advertised position is closed or eliminated or if the employee appointed to the position is relieved of his or her duties and responsibilities in the position for any reason except good cause, the Board of Education of the City of Chicago will accept application from the employee for another available position appropriate with the employee's certification.

It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, age, disability or sex. Inquiries concerning the application of Title IX of the Education of Amendments of 1972 and the regulations promulgated there under concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 South Clark, Chicago, IL, 773-553-2688 (TTY-773-553-2699).