



CHICAGO PUBLIC SCHOOLS
WEEKLY PUBLICATION: JUNE 17, 2009

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 Department of Human Resources 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 Ms. Rosa Franco-Trevino 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 HR 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-mail for approval of the posting to rbiegaj@cps.k12.il.us Richard Biegaj, Compensation Management. Approved Requests will be forwarded to Ms. Rosa Franco-Treviño in Human Resources for advertisement in the e-Bulletin.
 - An original Position Description, Approval request with Signature, **must** be sent to Ms. Franco-Trevino, Department of Human Resources, 2nd Floor.
2. The new deadline for hiring managers to submit positions for posting in the HR 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. **Hiring Manager must obtain approval for posting from Compensation Management prior to submitting posting request to HR.**
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.

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

◆ **Principalship Positions only:** The following information must be submitted for the advertisement of Principalship positions. **Please, request a PERSONNEL BULLETIN TEMPLATE to submit your information as a Microsoft Word Document** by calling Ms. Rosa Treviño, (773) 553-2693.

- Originals of the Position Description and Personnel Bulletin Advertisement Request forms with the signature of the Local School Council Chairperson and a copy of the **Notification** letter (if applicable) from the Local School Council to the current principal of the decision not to renew his/her contract must be mailed to the appropriate office:

Elementary Schools:

Ms. Lourdes Chávez
 Office of Elementary Areas and Schools
 125 S. Clark Street, 10th Floor
 Chicago, Illinois 60603
 Phone (773) 553-3616 - Fax (773) 553-2151

High Schools:

Office of High School Programs
 125 South Clark St., 12th Floor
 Chicago, IL 60603
 Fax (773) 553-2148

Any questions concerning the approvals call:
 Elementary Schools, Ms. Chávez at: (773) 553-3616
 High Schools at: (773) 553-2504

Requests for Personnel Bulletin Advertisements will be review/approved by:

- **Elementary Schools:** Ms. Flavia Hernández, Elementary Areas and Schools Officer
- **High Schools:** Office of High School Programs

Approved Request forms will be forwarded to Ms. Rosa Franco-Treviño in Human Resources for advertisement in the e-Bulletin. If you have any questions, please call Ms. 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 appropriate Office: Office of Elementary Areas and Schools and/or the Office of High School Programs.

Request Due in HR by the end of the	Bulletin Date	Request Due in HR by the end of the	Bulletin Date
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business day		business day	
August 20, 2008	September 3, 2008	March 11, 2009	March 25, 2009
August 27, 2008	September 10, 2008	March 18, 2009	April 1, 2009
September 3, 2008	September 17, 2008	March 25, 2009	April 8, 2009**
September 10, 2008	September 24, 2008	April 1, 2009	April 15, 2009
September 17, 2008	October 1, 2008	April 8, 2009	April 22, 2009
September 24, 2008	October 8, 2008	April 15, 2009	April 29, 2009
October 1, 2008	October 15, 2008	April 22, 2009	May 6, 2009
October 8, 2008	October 22, 2008	April 29, 2009	May 13, 2009
October 15, 2008	October 29, 2008	May 6, 2009	May 20, 2009
October 22, 2008	November 5, 2008	May 13, 2009	May 27, 2009
October 29, 2008	November 12, 2008	May 20, 2009	June 3, 2009
November 5, 2008	November 19, 2008	May 27, 2009	June 10, 2009
November 12, 2008	November 26, 2008	June 3, 2009	June 17, 2009
November 19, 2008	December 3, 2008	June 10, 2009	June 24, 2009
November 26, 2008	December 10, 2008	June 17, 2009	July 1, 2009
December 3, 2008	December 17, 2008	June 24, 2009	July 8, 2009
December 10, 2008	December 24, 2008*	July 1, 2009	July 15, 2009
December 17, 2008	December 31, 2008*	July 8, 2009	July 22, 2009
December 24, 2008	January 7, 2009	July 15, 2009	July 29, 2009
December 31, 2008	January 14, 2009	July 22, 2009	August 5, 2009
January 7, 2009	January 21, 2009	July 29, 2009	August 12, 2009
January 14, 2009	January 28, 2009	August 5, 2009	August 19, 2009
January 21, 2009	February 4, 2009	August 12, 2009	August 26, 2009
January 28, 2009	February 11, 2009	August 19, 2009	September 2, 2009
February 4, 2009	February 18, 2009	August 26, 2009	September 9, 2009
February 11, 2009	February 25, 2009	September 2, 2009	September 16, 2009
February 18, 2009	March 4, 2009	September 9, 2009	September 23, 2009
February 25, 2009	March 11, 2009	September 16, 2009	September 30, 2009
March 4, 2009	March 18, 2009	September 23, 2009	October 7, 2009

*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 reside 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 Resources 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)	School Assistant II, GA2 (0482)
Teacher Assistant, GB1 (0463)	Teacher Assistant II, GB2 (0483)
Special Ed Class Assistant, G04 (0464)	Special Ed Class Assistant II, GA4 (0494)
School Asst Bilingual Spanish I, GA1 (0474)	School Asst Bil Spanish II, GA2 (0484)
Teacher Asst Bilingual Spanish I, GB1 (0476)	Teacher Asst Bil Spanish II, GB2 (0477)
School Asst Bilingual I, GA1 (0475)	School Asst Bilingual II, GA2 (0485)
Teacher Assistant Bilingual I, GB1 (0478)	Teacher Asst Bilingual II, GB2 (0479)
School Library Asst, G06 (0531)	School Library Asst II, GC6 (0532)
Teacher Asst – Montessori, G03 (2520)	Teacher Asst – Montessori II, GB3 (2519)
Instructor Assistant, G03 (3917)	Instructor Assistant II, GB3 (3920)
Bilingual Special Ed Class Asst, G04 (0469)	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 Monday December 20th, 2004, all applications for state certificates and endorsement will be processed through the Division of Teacher Certification located at the **James R. Thompson Center, 100 West Randolph Street, Suite 14-200, Chicago, IL 60601**. Office hours will be Monday through Friday from 10:00 a.m. to 4:30 p.m. For submission of documents and questions regarding teacher certification, please visit the Office at the above location or call at **312-814-8113**.

EMPLOYMENT OPPORTUNITIES

DATE: JUNE 17, 2009



Department of Human Resources
Opening Gateways to Human Potential

Opening Gateways to Human Potential

Ascencion V. Juarez, Chief Human Resources Officer

Department of Human Resources
HUMAN RESOURCES EMPLOYEE SERVICES
320 North Elizabeth Street
Call Center for HR: 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

HR 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 HR 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.

ADMINISTRATIVE POSITIONS

BULLETIN No: 415
DATE: JUNE 17, 2009

Title	Chief Area Officer
Location	Chicago Public Schools 125 South Clark Street Chicago, IL 60603
Position Number	TBD
Position Value	21.0
Position Grade	Salary Band 9
Budget Classification	To Be Determined
Position Period	12 Months
Salary	Minimum: \$118,700 Midpoint: \$144,200 Maximum: \$169,700
Position Summary	<p>The Chicago Public Schools (CPS) has set ambitious goals for student access and increased academic outcomes. In order to facilitate this work, CPS is creating a new position. The Chief Area Officer is accountable for increasing student outcomes and overall performance of a grouping – or “Area” – of schools, in order to:</p> <ul style="list-style-type: none">• Increase student achievement• Increase the high school graduation rate• Decrease the dropout rate• Eliminate the achievement gap• Increase the number of students attending college <p>To accomplish these goals, the Chief Area Officer will:</p> <p>Build an effective, high-performing team and use area resources consistent with performance management data and specific needs of each unique school in the area. Manage team administration and operations in adherence to district policy and state law. Assess the needs of schools in the area, analyze school performance outcomes, implement District’s performance management process and tools, and identify strategies in order to provide the differentiated support and resources necessary to drive school improvement. Provide resources and support to teachers and school staff around data analysis and instructional improvement. Create a climate of professional collaboration and sharing of best practices by establishing structures that foster shared learning, information and resource exchange across schools.</p> <p>Identify, develop and assign or recommend assignment of effective leaders at all levels. Develop an individualized Leadership Development Plan for each principal and conduct regular formal and informal evaluations to monitor performance against district-determined metrics, targets and goals of the LDP. Provide resources and support to develop increased leadership competencies of principals.</p> <p>Evaluate principals in accordance with district policy and state law; operate as the CEO’s designee on disciplinary matters and interventions as provided in state law and district policy including the oversight of schools on probation and school leadership succession. Evaluate, in conjunction with the Office of Performance, existing programs, services and practices to expand those that are most effective and reduce or eliminate those that are less effective.</p> <p>In collaboration with the CPS Senior Leadership Team, the Chief Education Officer and fellow Chief Area Officers, develop communication systems that ensure smooth flow of information, both vertically and horizontally, to enable all resources to be focused on high priority goals for each school.</p> <p>The Chief Area Officer reports to the Chief Education Officer.</p>

Qualifications

Competencies

Demonstrates a sense of urgency and takes action to ensure success. Guides schools to commit to higher expectations and actionable, measurable goals. Demonstrates the ability to inspire and motivate others to commit their resources, talents and actions to high priority goals.

Demonstrates the ability to promote intelligent risk-taking; shows disposition toward supporting schools in pursuing new ideas that may not have precedent.

Is data-driven, and has a proven track record of using data effectively to identify needs and measure results. Adjusts direction and support based on performance.

Builds collaborative relationships to ensure the entire system operates in the most effective manner possible to support school needs.

Is astute, keenly aware of the interests and motivations of others, and acts with integrity in a politically-charged environment.

Is knowledgeable of operations, management and organizational design.

Demonstrates an unyielding commitment to continuous improvement and an unwavering belief that key student outcomes will improve are non-negotiable.

Minimum Requirements:

4 year degree from accredited university; masters preferred.

Experience managing within a complex organization essential; education experience preferred.

Direct Reports:

Management Support Director

Area Coaches

Area Data Analysts

Area Administrative Staff

To apply for this position, please send your resume and cover letter to

CPSapplications@cps.k12.il.us. Please include Chief Area Officer and your name in the Subject Line.

BULLETIN No: 421
DATE: JUNE 17, 2009

Title	Clinical Manager – Social Work (Manager)
Location	Office of Specialized Services 125 S. Clark 8 th floor Chicago, Illinois 60603
Position Number	TBD
Position Value	3.0
Position Grade	Salary Band 7
Budget Classification	TBD
Position Period	12 Months
Salary	Minimum: \$78,700 Midpoint: \$94,800 Maximum: \$111,000
Position Summary	Supervision and evaluation of Lead Social Workers (2), school social workers assigned to a geographic region (approximately 120 clinicians). Responsibilities include: <ol style="list-style-type: none">1. Inform the district regarding social-emotional best practices and mandates, through research and coordination of best practice committees.2. Ensure the delivery of services for general and special education students across a continuum of tiered support, in the least restrictive environment using evidence based practices.3. Coordinate with OSS programs to support schools in a multi-disciplinary approach.4. Assign, monitor caseloads and deploy staff in accordance with OSS defined allocations to all CPS schools (bilingual staff and interns included)5. Implement a clinician competency program which includes mentoring, training, and proficiency exams6. Contribute to the development of CPS and OSS professional development7. Facilitate clinical tiered support implementation8. Present district-wide professional development. (cont...)

Position Summary

- 9. Maintain evaluation and IEP compliance levels.
- 10. Participate in evaluations or student interventions as necessary (e.g. Due Process, Tiered Interventions)
- 11. Assist and provide technical support to all customers.

Qualifications

Minimum of 3-5 years of supervisory experience preferred. Master's degree from an accredited college or university in Social Work. A valid Type 75 Administrative certificate is required. Proficiency with special education regulations and Response to Intervention strategies.

BULLETIN No: 422
DATE: JUNE 17, 2009

Title	Director of Clinical Services (Senior Manager)
Location	Office of Specialized Services 125 S. Clark Street, 8 th floor Chicago, Illinois 60603 - GSR #125
Position Number	241802
Position Value	1.0
Position Grade	Salary Band 8
Budget Classification	To Be Determined
Position Period	12 Months
Salary	Minimum: \$95,100 Midpoint: \$114,600, Maximum: \$136,000
Position Summary	<p>Under the direction of the Office of Specialized Services' Executive Officer, the Director of Clinical Services is responsible for the delivery of health and related services to all students, in accordance with Chicago Public Schools policies and state and federal regulations.</p> <p>Key Responsibilities include:</p> <ol style="list-style-type: none"> 1. Coordinate with CPS/OSS units to inform the district on clinical best practice in relation to general/special education instruction and tiered supports. 2. Recruitment, allocation, staffing and day-to-day oversight of approximately 1,500 citywide clinicians (nurses, psychologists, social workers, OTs/PTs, speech pathologists, and hearing and vision techs). The clinicians are organized across 4 regional field offices (clusters). Includes ESY, Track E and other programs. 3. Directly supervise 14 regional clinical managers. Regional clinician managers will each supervise 2 lead clinicians and approximately 120 clinicians. 4. Ensure appropriate delivery of related health services for general and special education students. All students would be supported through a three tiered system. Students with disabilities will additionally receive services as mandated within each student's Individualized Education Program and Section 504 of the ADA. Includes support of OSS Business Services efforts to monitor clinician service delivery compliance 5. Deploy clinical staff to support principals as they ensure student compliance with state health mandates, including but not limited to immunizations, physicals, vision & hearing screens 6. Ensure delivery of behavioral and physical health services to all students as appropriate 7. Leverage clinician staff to support citywide crisis response efforts as needed 8. Support dissemination of health-related programs and services to citywide clinicians and schools 9. Implement a comprehensive clinician competency program which includes a resource handbook, training, mentoring and proficiency examinations. 10. Identify a comprehensive battery of district supported clinical assessments 11. Develop and implement a performance evaluation rubric for clinical staff. 12. Collaborate with OSS Coordinated School Health Director to ensure provision of high-quality clinician professional development that is aligned with overall OSS goals <p>(cont...)</p>

Position Summary

13. Support relationships with external personnel agencies to ensure high-quality and cost-effective clinical services
Collaborate with other OSS units to address school and parent concerns regarding special education and related service delivery

Qualifications

Master's degree from an accredited college or university in education, public administration, or health-related program, preferred. A current State of Illinois Type 75 Administrative and a Type 10 or Type 73 certification, preferred. At least three years of experience overseeing a large number of clinical personnel, preferably in an urban school district, health administration or other public health setting. Ability to plan, coordinate, and execute efforts across multiple, regionally dispersed units. Bilingual candidates are encouraged to apply.

BULLETIN No: 423
DATE: JUNE 17, 2009

Title	Clinical Manager – Speech (Manager)
Location	Office of Specialized Services 125 S. Clark Street, 8 th floor Chicago, Illinois 60603
Position Number	TBD
Position Value	3.0
Position Grade	Salary Band 7
Budget Classification	TBD
Position Period	12 Months
Salary	Minimum: \$78,700 Midpoint: \$94,800 Maximum: \$111,000
Position Summary	Supervision and evaluation of Lead Speech Pathologists (2) and speech pathologists (SLP) or paraprofessionals assigned to a geographic region (approximately 120 clinicians).

Responsibilities include:

1. Inform the district regarding SLP best practices and mandates, through research and coordination of best practice committees.
2. Ensure the delivery of services for general and special education students across a continuum of tiered support, in the least restrictive environment using evidence based practices.
3. Coordinate with OSS programs to support schools in a multi-disciplinary approach.
4. Assign, monitor caseloads and deploy staff in accordance with OSS defined allocations to all CPS schools (bilingual staff and interns included)
5. Implement a clinician competency program which includes mentoring, training, and proficiency exams
6. Contribute to the development of CPS and OSS professional development
7. Present district-wide professional development.
8. Facilitate clinical tiered support implementation
9. Maintain mandated HSMP, evaluation and IEP compliance levels.
10. Participate in evaluations or student interventions as necessary (e.g. Due Process, Tiered Interventions, etc)
11. Assist and provide technical support to all customers.

Qualifications

Minimum of 3-5 years of supervisory experience preferred. Master's degree from an accredited college or university in Education or Speech Language Pathology. A valid Type 75 Administrative certificate is required. Proficiency with special education regulations and Response to Intervention strategies.

BULLETIN No: 424
DATE: JUNE 17, 2009

Title	Clinical Manager – Nurse (Manager)
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Location	Office of Specialized Services 125 S. Clark 8 th floor Chicago, Illinois 60603
Position Number	TBD
Position Value	4.0
Position Grade	Salary Band 7
Budget Classification	TBD
Position Period	12 Months
Salary	Minimum: \$78,700 Midpoint: \$94,800 Maximum: \$111,000
Position Summary	Supervision and evaluation of Lead Nurses (2), nurses and audio and vision screening technicians assigned to a geographic region (approximately 120 clinicians). Responsibilities include: <ol style="list-style-type: none"> 1. Inform the district regarding nurse best practices and mandates, through research and coordination of best practice committees. 2. Ensure the delivery of services for general and special education students across a continuum of tiered support, in the least restrictive environment using evidence based practices. 3. Monitor school and district level medical compliance and partner with Coordinated School Health to maximize health resources 4. Coordinate with OSS programs to support schools in a multi-disciplinary approach. 5. Assign, monitor caseloads and deploy staff in accordance with OSS defined allocations to all CPS schools (bilingual staff and interns included) 6. Implement a clinician competency program which includes mentoring, training, and proficiency exams 7. Contribute to the development of CPS and OSS professional development 8. Facilitate clinical tiered support implementation 9. Present district-wide professional development. 10. Maintain evaluation and IEP compliance levels. 11. Participate in evaluations or student interventions as necessary (e.g. Due Process, Tiered Interventions) 12. Assist and provide technical support to all customers.
Qualifications	Minimum of 3-5 years of supervisory experience preferred. Bachelor's degree from an accredited college or university in Nursing. A valid Type 75 Administrative certificate is required. Proficiency with special education regulations and Response to Intervention strategies.

BULLETIN No: 425
DATE: JUNE 17, 2009

Title	Clinical Manager – Physical and Occupational Therapy (Manager)
Location	Office of Specialized Services 125 S. Clark 8 th floor Chicago, Illinois 60603
Position Number	TBD
Position Value	1.0
Position Grade	Salary Band 7
Budget Classification	TBD
Position Period	12 Months
Salary	Minimum: \$78,700 MidPoint: \$94,800 Maximum: \$111,000
Position Summary	Supervision and evaluation of Lead OT/PT (2), occupational and physical therapists assigned to a geographic region (approximately 120 clinicians). Responsibilities include: <ol style="list-style-type: none"> 1. Inform the district regarding social-emotional best practices and mandates, through research and coordination of best practice committees. 2. Ensure the delivery of services for general and special education students across a continuum of tiered support, in the least restrictive environment using evidence based practices. (cont..)

Position Summary

Supervision and evaluation of Lead OT/PT (2), occupational and physical therapists assigned to a geographic region (approximately 120 clinicians).

Responsibilities include:

3. Inform the district regarding social-emotional best practices and mandates, through research and coordination of best practice committees.
4. Ensure the delivery of services for general and special education students across a continuum of tiered support, in the least restrictive environment using evidence based practices.
5. Coordinate with OSS programs to support schools in a multi-disciplinary approach.
6. Assign, monitor caseloads and deploy staff in accordance with OSS defined allocations to all CPS schools (bilingual staff and interns included)
7. Implement a clinician competency program which includes mentoring, training, and proficiency exams
8. Contribute to the development of CPS and OSS professional development
9. Facilitate clinical tiered support implementation
10. Present district-wide professional development.
11. Maintain evaluation and IEP compliance levels.
12. Participate in evaluations or student interventions as necessary (e.g. Due Process, Tiered Interventions)
13. Assist and provide technical support to all customers.

Qualifications

Minimum of 3-5 years of supervisory experience preferred. Degree from an accredited college or university in physical or occupational therapy. A valid State of Illinois license in the respective therapy. Proficiency with special education regulations and Response to Intervention strategies.

**BULLETIN No: 426
DATE: JUNE 17, 2009**

Title	Specialized Services Administrator
Location	Office of Specialized Services City-wide position
Position Number	TBD
Position Value	40.0 FTE
Position Grade	Salary Band 7
Budget Classification	TBD
Position Period	Year round (52 weeks)
Salary	Minimum: \$78,7000, Midpoint:\$ 94,800, Maximum: \$111,000
Position Summary	The role of the Specialized Services Administrator (SSA) is to provide direct support to schools in order to ensure that schools are providing special education services in accordance with the Individuals with Disabilities Education Act (IDEA) and state regulations, and that students with disabilities are receiving high quality instruction. The SSA will be the first line of support for schools related to all issues regarding students with disabilities and special education. Critical to this role is working with principals and case managers to build capacity within schools. Specific responsibilities include but are not limited to: <ol style="list-style-type: none"> 1. Assess current state of each school regarding IEP development and inclusive practices, including implementation of school-level Corey H plans. 2. Provide support, including professional development and technical assistance, to schools related to implementing inclusive practices and special education mandates. 3. Evaluate school implementation of IEPs and inclusive practices and provide feedback to principals and case managers on an ongoing basis. 4. Provide support regarding all other special education issues, including but not limited to the continuum of placements and the resolution of parent concerns, as well as serve as the district representative in due process resolution sessions. 5. Build instructional capacity to ensure that special education and general education teachers can successfully educate students with disabilities in the least restrictive environment.

Qualifications

BA or BS in education or education-related field, Master's degree and valid Type 75 Administrative certificate preferred. Strong knowledge of special education strategies, law and practice are critical. Minimum of 5 years experience in school or educational setting. Ability to problem-solve, work on a team, use data to guide work and communicate clearly to multiple stakeholders. Bilingual applicants are encouraged to apply.

BULLETIN NO: 427
DATE: JUNE 17, 2009

Title	Coordinated School Health Specialist (Professional IV)
Location	Office of Specialized Services 125 S. Clark 8 th floor Chicago, Illinois 60603
Position Number	TBD
Position Value	16.0
Position Grade	Salary Band 6
Budget Classification	TBD
Position Period	12 Months
Salary	Minimum: \$63,800 Midpoint: \$76,500 Maximum: \$89,300
Position Summary	<p>The successful Coordinated School Health Specialist will develop, implement, and evaluate programs and services designed to improve the Leading Health Indicators and address barriers to learning for students enrolled in the Chicago Public Schools. Interested applicants should have a demonstrated history complimenting Coordinated School Health's key values and share a vision for providing effective programs and services to all students, including students with disabilities and students receiving related services under Section 504 of the Rehabilitation Act of 1973, students affiliated with the Illinois Department of Children and Family Services, etc. and those who are uninsured or underinsured.</p> <p>Responsibilities may include one or more of the following dependent upon qualifications:</p> <ol style="list-style-type: none"> 1. Assists in the development, implementation, and evaluation of health promotion and preventative programs to address school-wide/ population health (Tier 1) including <ol style="list-style-type: none"> a. Education and health-related policy and guidelines b. Health education topics c. Health promotion, school-wide expectations, & social norms marketing d. Health risk behavior data collection, analysis, and interpretation e. School health assessment and planning f. Social skills/prevention curriculum g. Surveillance of priority health risk behaviors 2. Assists in the development, implementation, and evaluation of evidence based interventions designed to address specific classroom/group health behaviors (Tier 2) including: <ol style="list-style-type: none"> a. Balanced and Restorative Justice Practices b. Classroom management c. Cognitive behavioral therapy <ol style="list-style-type: none"> i. Anger/Aggression ii. Depression iii. Trauma iv. Unintended pregnancy, sexually transmitted infections, HIV/AIDS d. Motivational interviewing <ol style="list-style-type: none"> i. Alcohol and other drug use ii. Attendance and truancy

(cont...)

Position Summary

- 3. Assists in the development , implementation, and evaluation of evidence based interventions designed to address individual/personal health behaviors (Tier 3) including
 - a. Crisis intervention services
 - b. Functional behavior support planning/intervention
 - c. Referral to school & community-based health care providers
- 4. Other duties as assigned.

Qualifications

Minimum of 3-5 years of experience preferred. Bachelor's degree from an accredited college or university in Education, Counseling, Human Services, Nursing, Social Work, Psychology, Public Health, or related discipline required. Master's degree preferred. Professional certification in Education, School Service Personnel, or Administration (i.e. Type 10, 73, 75, etc.) preferred. Certification in a recognized health-related profession (i.e. BCBA, CADC, CHES, etc.) preferred. Clinical licensure (i.e. LCPC, LCSW, RN, etc.) in the State of Illinois preferred. Experience with children and adolescents with disabilities and students receiving related services under Section 504 of the Rehabilitation Act of 1973 preferred. Core competencies for the successful candidate will include analytical assessment skills, policy development/program planning, communication skills, cultural competency, community partnership skills, basic health sciences skills, resource planning skills, and leadership and systems thinking skills.

BULLETIN No: 428
DATE: JUNE 17, 2009

Title Clinical Manager – Psychology (Manager)

Location

Office of Specialized Services
 125 S. Clark, 8th floor
 Chicago, Illinois 60603

Position Number

TBD

Position Value

2.0

Position Grade

Salary Band 7

Budget Classification

TBD

Position Period

12 Months

Salary

Minimum: \$78,700 Midpoint: \$94,800 Maximum: \$111,000

Position Summary

Supervision and evaluation of Lead Psychologists (2) and School Psychologists assigned to a geographic region (approximately 120 clinicians).

Responsibilities include:

- 1. Inform the district regarding SLP best practices and mandates, through research and coordination of best practice committees.
- 2. Ensure the delivery of services for general and special education students across a continuum of tiered support, in the least restrictive environment using evidence based practices.
- 3. Coordinate with OSS programs to support schools in a multi-disciplinary approach.
- 4. Facilitate clinical tiered support implementation
- 5. Assign, monitor caseloads and deploy staff in accordance with OSS defined allocations to all CPS schools (bilingual staff and interns included)
- 6. Implement a clinician competency program which includes mentoring, training, and proficiency exams
- 7. Contribute to the development of CPS and OSS professional development
- 8. Present district-wide professional development.
- 9. Maintain mandated HSMP, evaluation and IEP compliance levels.
- 10. Participate in evaluations or student interventions as necessary (e.g. Due Process, Tiered Interventions, etc)
- 11. Assist and provide technical support to all customers.

Qualifications

Minimum of 3-5 years of supervisory experience preferred. Master's degree in Psychology or Education Specialist degree from an accredited college or university. A valid Type 75 Administrative certificate is required. Proficiency with special education regulations and Response to Intervention strategies.

ADMINISTRATIVE POSITION INFORMATION

BULLETIN NO: 415, 421, 422, 423, 424, 425, 426, 427, 428

DATE: JUNE 17, 2009

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**, Department of Human Resources, 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 July 1, 2009

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).

EDUCATIONAL SUPPORT PERSONNEL POSITIONS

BULLETIN No: 416
DATE: JUNE 17, 2009

Title	School Security Aide
Location	Julian High School - Unit #1870 / 46401 10330 South Elizabeth Street Chicago, Illinois 60643 (or GSR #49)
Position Number	TBD
Position Value	1.0
Position Grade	GO6
Budget Classification	225
Position Period	School Calendar
Salary	The minimum annual salary is: \$29,651.
Position Summary	Under supervision of the school principal, maintains security in and around a school and school grounds; and performs related duties as required. ESSENTIAL FUNCTIONS: Conducts surveillance throughout school to prevent vandalism and damage to school property and equipment; monitors halls during school hours to maintain order and prevent loitering; patrols 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, loitering , and any other security violation 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; directs visitors to appropriate areas of the school. (School Security Aide is responsible for providing supervision of students and the building during school hours and for after school programs.)
Qualifications	MINIMUM QUALIFICATIONS: Training and Experience. Graduation from high school (or G.E.D. equivalent), supplemented by one year of security or watchman experience; or an equivalent combination of training and experience. Completion of security courses is highly desirable. Experience working in a high school setting; and Associate Degree – B.A. preferred. Knowledge, Abilities, and Skill. Knowledge of the basic methods and techniques of providing building, equipment and site safety and security. Ability to exercise good judgment when responding to security violations and emergency situations, ability to exercise tact and courtesy when interacting with the public. Good human relations and interpersonal skills, good oral communication skills.

EDUCATIONAL SUPPORT PERSONNEL POSITION INFORMATION

BULLETIN No: 416
DATE: JUNE 17, 2009

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**, Department of Human Resources, 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 July 1, 2009

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: 417
DATE: JUNE 17, 2009

Cluster/Area	06/16 AMPS
School Name/ Address	Clissold Elementary School – Unit #2820 2350 W. 110 th PL Chicago, IL 60643 (or GSR #49)
Telephone	(773) 535-2560
Fax	(773) 535-2556
Freed Assistant Principal Grade	3
Certificate Requirements	See Assistant Principalship Position Information
Submit To Principal:	Constance Grimm-Grason
Other Information	<p>Applicant should possess but not limited to the following requirements:</p> <ul style="list-style-type: none"> ▪ Highly organized with tasks, time, and paperwork ▪ Knowledge and experience with IMPACT, Oracle, SIPAAA, and Procurement ▪ Demonstrate expertise in maintaining a safe and orderly school environment and in progressive discipline using the SCC. ▪ Knowledge of managing facilities and support staff ▪ Experience observing and coaching teachers ▪ Ability to plan and facilitate professional development ▪ Experience using data to drive instruction, particularly the use of literacy data ▪ At least 5 year of teaching experience ▪ Preference given to applicants with primary grade and literacy strengths ▪ Strong interpersonal skills and collaboration are essential <p>All resumes should be submitted through email at cmgrimm@cps.k12.il.us</p>

Cluster/Area	06/17
School Name/ Address	Parkside Community Academy – Unit #5300 6938 S. East End Avenue Chicago, IL. 60649 (or GSR #46)
Telephone	(773) 535-0940
Fax	(773) 535-0966
Freed Assistant Principal Grade	2
Certificate Requirements	See Assistant Principalship Position Information
Submit To Principal:	Mrs. Dorothy J. Thompson
Other Information	<p>Candidates are requested to submit resumes via GSR or US Mail only. Faxes will not be accepted. This is an anticipated vacancy. Parkside Community Academy is seeking a candidate as assistant principal who is energetic, self-motivated, articulate, and reflective. The individual will assist the principal in the areas of school operations and instructional leadership.</p> <p>Applicants should possess the following:</p> <ul style="list-style-type: none"> • Outstanding leadership, supervisory and administrative skills • Strong curricular and instructional background • Ability to utilize data to make instructional decisions • Experience in coordinating and supervising CPS Summer Programs and <p>(cont...)</p>

Other Information

- After School Programs
- Knowledge of proper implementation of Student Code of Conduct
- Problem solving and conflict resolution skills
- Ability to motivate staff and students
- Commitment to the school community at large
- Strong interpersonal and communication skills
- Ability to work independently
- Technological adeptness: Oracle and IMPACT
- Commitment to professional development and personal growth
- Collaborative disposition with all stakeholders
- Experience with SIPAAA planning and process
- A standard of excellence in all endeavors

A letter of application, certificate/endorsements and other pertinent information should accompany the resume. Preference will be given to candidates who have proven administrative experience and strong references.

ASSISTANT PRINCIPALSHIP POSITION INFORMATION

BULLETIN No: 417
DATE: JUNE 17, 2009

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 Bureau of Salary Administration, Staffing, Enrollment & Employee Records of the Department of Human Resources 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 separate 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**, Department of Human Resources, 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 July 1, 2009

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 Department of Human Resources 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 Department of Human Resources, 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: 418
DATE: JUNE 17, 2009

Cluster/Area	01/02
School Name/ Address	Inter-American Magnet School – Unit #4890 851 W. Waveland Chicago, IL 60622 (or GSR #33)
Telephone	(773) 534-5490
Fax	(773) 534-5483
Certificate Requirements	See Counselor Position Information
Submit To Principal:	Dr. Vernita Vallez
Other Information	All candidates must be bilingual. We have a Spanish-English dual language program.

Cluster/Area	
School	CPS Turnaround High School Harper High School 6520 South Wood Street Chicago, IL 60636
Mandatory Commitments	<p>ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENT IN SUBMITTING AN APPLICATION FOR THESE POSITIONS. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET THESE COMMITMENTS SHOULD NOT APPLY.</p> <p>1) Extensive Collaboration and Transparent Sharing of Data: Classroom/clinical practices are public and open to constant improvement. Dashboard data on multiple levels will be shared publically for the purposes of informing the work and mobilizing supports.</p> <p>2) Block Schedule: Turnaround schools use a block schedule which is 90 minutes of instructional time.</p> <p>3) Well Managed Classroom: Every single adult in a turnaround school will receive extensive training in the Well Managed Classroom model</p> <p>4) Summer Professional Development: Three weeks of summer professional development is expected and all staff is required to attend and fully participate.</p> <p>5) Turnaround Leadership Academy: Senior and mid-level leaders hired in a turnaround school are expected to start meeting on a periodic basis to begin preparations for leading the school community. These sessions will be held in the late afternoons, evenings, and Saturdays.</p> <p><i>*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.</i></p>
Grade or Subject Area	<p>Harper High School seeks to identify an outstanding candidate for the following role:</p> <p>Director of Counseling</p> <p>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 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 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. (cont...)</p>

Grade or Subject Area

Ultimately, the Counseling Department Chair (CC) 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. Candidates should have substantial experience as an educator or counselor in an urban high school or community-based organization. 2-3 years experience in an urban high school or related setting is preferred. Administrative and leadership experience is required.

Certificate Requirements

Advanced degree in school counseling, social work or mental health related field is required, and certification as school counselor, social worker or psychologist are required. LCSW, LCPC or equivalent is strongly preferred.

Mandatory Minimum Skills, Abilities, Proficiencies and Experiences

To be a successful leader in a Turnaround school, one must be a critical and creative thinker, an adept project manager, a positive-minded change agent, and a skillful navigator of an extremely fast-paced and complex environment.

Principal Accountabilities

1. Leads the efforts of the department by monitoring and supporting the work of others
2. Manages quality & execution of Compstat/CARE Team Process
3. Participate energetically in supporting implementation of Boy’s Town educational model
4. Coordinate and manage logistical supports and internal business processes needed for department
5. Manages crisis as crisis team leader
6. Handles a reasonable amount of most serious referrals

Qualifications

- 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

Applicants with the following qualifications are preferred:*

- 1) 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

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

Qualified applicants can submit resumes via email to Turnarounds@cps.k12.il.us
Applicants who are new to Chicago Public Schools must also complete the online CPS application.

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For more information please visit:

www.TeachChicagoTurnarounds.org

Additional Information Available

COUNSELOR POSITION INFORMATION

BULLETIN No: 418
DATE: JUNE 17, 2009

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 separate 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**, Department of Human Resources, 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 July 1, 2009

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 Department of Human Resources 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 Department of Human Resources, 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: 419
DATE: JUNE 17, 2009

Cluster/Area	
School	CPS Turnaround High School Harper High School 6520 South Wood Street Chicago, IL 60636
Mandatory Application Elements and Process	1.) Candidates must submit a letter of interest and intent that includes: <ul style="list-style-type: none">• Acknowledgement of and candidate's agreement to meet the commitments and conditions for position.• A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences and description of any preferred qualifications. 2.) Evidence that candidate possesses all mandatory minimum qualifications. 3.) Lesson modeling, on-site selection activities, interview by school-based hiring team, and consent to classroom observation. 4.) At least 3 references from persons with knowledge of candidate's teaching and instructional abilities and other skills, proficiencies and experience.
Mandatory Commitments	ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENT IN SUBMITTING AN APPLICATION FOR THESE POSITIONS. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET THESE COMMITMENTS SHOULD NOT APPLY. 1) Extensive Collaboration and Transparent Sharing of Data: Classroom/clinical practices are public and open to improvement. Dashboard data on multiple levels will be shared publically for the purposes of informing the work and mobilizing supports. 2) Block Schedule: Turnaround schools use a block schedule which is 90 minutes of instructional time. 3) Well Managed Classroom: Every single adult in a turnaround school will receive extensive training in the Well Managed Classroom model. 4) Summer Professional Development: Three weeks of summer professional development is required and all staff is expected to attend and fully participate. <i>*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.</i>
Grade or Subject Area	School Psychologist 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. Please submit resumes via email to: Turnarounds@cps.k12.il.us

Certificate Requirements

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.)

Mandatory Minimum Skills, Abilities, Proficiencies and Experiences

Brief Overview of Qualifications

- 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
- Provides interventions to students to support the teaching process and to maximize learning and adjustment
- Provides consultation to parents, teachers, other school personnel, and community agencies to enhance the learning and adjustment of students.
- Assists in the planning, development, and evaluation of programs to meet identified learning and adjustment needs.
- Delivers a planned and coordinated program of psychological services.
- 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
- 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

Type of Experience and Number of Years

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

Qualified applicants can submit resumes via email to

Turnarounds@cps.k12.il.us

Applicants who are new to Chicago Public Schools must also complete the online CPS application.

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SCHOOL PSYCHOLOGIST POSITION INFORMATION

BULLETIN NO: 419
DATE: JUNE 17, 2009

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**, Department of Human Resources, 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 July 1, 2009

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 Department of Human Resources 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, Department of Human Resources, 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.: 420
DATE: JUNE 17, 2009

Please Note: Anticipated Teaching positions for the 2009-2010 school year are located after IMMEDIATE HIRE positions

IMMEDIATE HIRE: POSITIONS AVAILABLE

Cluster/Area	01/02
School Name/Address	Inter-American Magnet School – Unit #4890 851 W. Waveland Chicago, IL 60622 (or GSR #33)
Telephone	(773) 534-5490
Fax	(773) 534-5483
Anticipated Date:	Immediate
Grade or Subject	3 rd grade in Spanish-English Dual Language Program
Certificate Requirements	Standard 03 w/Bilingual and ESL Endorsement
Submit To Principal	Dr. Vernita Vallez
Other information	All candidates must be bilingual. We have a Spanish-English dual language program.
Cluster/Area	04/12
School Name/Address	Earle Elementary School - Unit #3130 6121 S. Hermitage Chicago, IL 60636 (or GSR #43)
Telephone	(773) 535-9130
Fax	(773) 535-9140
Anticipated Date:	Immediate
Grade or Subject	Dean of Students
Certificate Requirements	Type 10
Submit To Principal	Lori A. Campbell
Other information	This position includes all duties associated with the Dean of Students, including student discipline, school security, arranging and coordinating student activities, supervising and coordinating after school activities, coordinating school's Positive Behavior Intervention System, building positive student/parent relationships, making home contacts/visits, diffusing conflicts and confrontations, managing detention and in-school suspension. Qualifications include strong knowledge of and experience with discipline techniques, CPS Student Code of Conduct, discipline alternatives, organizational skills for student activities, strong follow-up skills. Successful candidates will be able to deal effectively with students, parents, and teachers. Type 75 and experience with PBIS and SWIS preferred.

Anticipated Teaching positions for the 2009-2010 school year

Cluster/Area	01/09
School Name/Address	Schurz High School – Unit #46281 3601 N. Milwaukee Avenue Chicago, IL 60641 (or GSR #29)
Telephone	(773) 534-3420
Fax	(773) 534-3573
Grade or Subject	Physical Education, Health, Drivers Education and Water Safety Certified
Certificate Requirements	Type 9 w/Physical Education/Health Endorsement and Drivers Education and Water Safety Certified
Submit To Principal	Mary Ann C. Folino e-Mail: mcfolino@cps.k12.il.us
Other information	We are seeking a physical education/health teacher for the 2009-2010 school year who is additionally certified in Drivers Education and Water Safety. As well, preference will be given to candidates with a strong background in dance and experience in working with special needs students. The candidate should possess the ability: <ul style="list-style-type: none"> • to maintain a safe, respectful, disciplined, and creative class environment • to demonstrate sound professional judgment • to work in a team setting in a small learning community environment • and willingness to attend additional professional development training • to deal effectively with staff, parents and community members
Cluster/Area	01/19
School Name/Address	Von Steuben High School - Unit #47081 5039 N. Kimball Ave. Chicago, Illinois, 60625 (or GSR #31)
Telephone	(773) 534-5100
Fax	(773) 534-5210
Grade or Subject	Writing Lab
Certificate Requirements	Type 9 w/English Endorsement
Submit To Principal	Pedro Alonso
Other information	Von Steuben Metropolitan Science Center is looking for a writing specialist to run the Writing Center. Duties include: Working with department heads and faculty to design and implement a four-year, cross-disciplinary writing curriculum; assisting classroom teachers with writing-focused class projects; and conducting and facilitating writing conferences. The ideal candidate is certified to teach English with a focus in writing. Grant writing experience, further endorsements, National Board certification, and familiarity with Macintosh systems are a plus.
Cluster/Area	02/03
School Name/Address	Key Elementary School – Unit #4280 517 North Parkside Avenue Chicago, IL 60644 (or GSR #36)
Telephone	(773) 534-6230
Fax	(773) 534-6238
Grade or Subject	K – 8 th Physical Ed./Health
Certificate Requirements	Type 03 w/Physical Education and Health Endorsement/Certification
Submit To Principal	Mrs. Sandra Banger
Other information	This position is available FY10. Candidates should have high expectations for all students, must have strong interpersonal skills and a willingness to work collaboratively with team members, should have excellent organizational skills, and be knowledgeable in teaching physical education/health and possess the ability to engage students in challenging lessons. This person should also be able to participate in after-school athletic activities. You may mail/fax resumes to Key School ATTN: Mrs. Sandra Banger, Principal or fax to 773-534-6238

Cluster/Area	02/03
School Name/Address	Key Elementary School – Unit #4280 517 North Parkside Avenue Chicago, IL 60644 (or GSR #36)
Telephone	(773) 534-6230
Fax	(773) 534-6238
Grade or Subject	Half Time (.5) Art
Certificate Requirements	Type 03 (K-9) w/Art Endorsement
Submit To Principal	Mrs. Sandra Banger
Other information	This position will be available at the start of the 2009-2010 school year. Key is looking for applicants that believe in educating the whole child and are willing to help students grow socially, academically and personally. Our school is best suited for individuals inspired to teach due to a passion and commitment to students, families, schools and community. Applicants are encouraged to have the following: <ul style="list-style-type: none"> • Outstanding artistic talent to engage, motivate and encourage students in the area of arts education • Ability to motivate students to succeed in the area of arts education • Strong classroom management skills are a must • Willingness to be involved and supportive of school wide functions and events for children and families • Willingness to collaborate with staff, grade-level teams and committees • Success in acquiring grants to support and enhance arts instruction • Willingness to celebrate children’s work within the community, the city and on our website. All interested candidates should contact Mrs. Sandra Banger via mail or fax asap. (FY10-Interviewing now)

Cluster/Area	02/06
School Name/Address	Prescott School - Unit # 5500 1632 W. Wrightwood Chicago, IL 60614 (or GSR #35)
Telephone	(773) 534-5505
Fax	(773) 534-5542
Grade or Subject	Art
Certificate Requirements	Type 3 w/Visual Arts (VART) Endorsement
Submit To Principal	Mr. Erin Roche E-Mail: eroche@cps.k12.il.us
Other information	Prescott Magnet Cluster School seeks an excellent Art teacher for the 2009-10 school year. Prescott is moving to Track E calendar and will start school with students August 10. This is a 1.0 position. Characteristics of high-quality candidates include: High expectations of students, colleagues, and self: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Expertise in sensory elements, organizational principles, and expressive qualities of the arts. • Experience with various forms of assessment and the ability to interpret data regarding student learning. • Ability to adjust teaching based on data from formative and summative assessments. (cont...)

Other information

Professional growth and contribution:

- Demonstrated ability to receive coaching and support as you improve instructional strategies.
- Collaboration with colleagues, Grade Level Teams, and after-school program's physical fitness program.
- 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 exhibits of student artwork.
- Experience with NAEA programs and expectations
- Preference to Spanish-speaking ability.
- Teachers with additional ESL endorsement 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 transforming Prescott School.

Cluster/Area	03/08
School Name/Address	Bethune School of Excellence 3030 W. Arthington Street Chicago, IL 60612
Telephone	
Fax	
Grade or Subject	LIBRARY MEDIA TEACHER
Certificate Requirements	Possess current Type 03, 10 or alternative certification issued by the ISBE <u>with endorsements</u> required for the position. Note: Candidates who are eligible for the CPS library waiver will be considered. Strong literacy and/or technology background is preferred.
Submit To Principal	Submit applications via e-mail to: Turnarounds@cps.k12.il.us Please list the position you are applying for in the subject line of your email.
Other information	Position Summary We are seeking an experienced full-time Library Media Teacher who is highly qualified to teach elementary school children. Candidates should be professional educators who have a proven track record of serving as a resource to teachers and students in planning units, classroom libraries, literacy instruction and the use of technology based research. We anticipate candidates with a superior ability to promote the school wide reading program by coordinating the use of technology in instructional programs and designing and modeling teaching strategies using technology. The Academy for Urban School Leadership, a not-for-profit organization, will assume responsibility for the operation of this CPS performance school. As a Performance School, all teachers at the AUSL Turnaround School of Excellence are employees of CPS. The terms of the Board of Education/Chicago Teachers Union collective bargaining agreement shall apply unless waived in accordance with the collective bargaining agreement or in accordance with State law. The teacher hours include the 8:30-2:45 school day. In addition, our staff will be asked to teach after-school programs one hour on each of three days per week and attend after-school staff professional development for teachers one day per week. Compensation for after-school hours will be paid according to the CTU collective bargaining agreement.
	Mandatory Application Elements In order to be considered for a position or an interview, applicants must: 1. submit a resume and letter of intent; 2. permit classroom observation/s by members of the teacher selection committee; 3. permit one or more interviews by a teacher selection committee (cont...)

Other information

Successful candidates must provide evidence of the following:

- The ability to teach the production of media and presentation software, e.g. computer graphics, films, videos, slides, tapes, charts graphs, power point presentations, etc.
- Experience developing an orderly learning environment in collaboration with classroom teachers that promotes student engagement and meets state learning standards.
- Planning and developing literacy based activities such as book fairs, author talks, book talks, etc.
- Managing the library/media center through the selection, purchase, processing, distribution, and inventory of books, non-printed materials, textbooks, audio-visual equipment, computer hardware and software to meet the changing needs of the instructional program
- Meeting the needs of all students including ESL. ELL, special education students and students with various learning styles through differentiation of instruction

Mandatory Minimum Qualifications

1. Make a commitment to participate in a mandatory, paid 6-week (4 days per week, 4 hours per day) 2009 Summer Teacher Institute;
2. Possess current Type 03, 10 or alternative certification issued by the ISBE with endorsements required for the position.

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Cluster/Area

03/07

School Name/Address

Hefferan Elementary School – Unit #3910

4409 W. Wilcox

Chicago, IL 60624 (or GSR #36)

Telephone

Fax

Grade or Subject

Special Education

Certificate Requirements

Type 03, 10 or 09 with Special Education and Science endorsements

Submit To Principal

Jacqueline F. Hearn

Other information

Submit applications via e-mail to: jfhearns@cps.k12.il.us

Please list the position you are applying for in the subject line of your email.

Other Information Position Summary

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 their LRE.

Applicants with a science endorsement are encouraged to apply.

Successful Candidates Must Provide Evidence of:

- setting goals for the individualized education plan benchmarks that are achievable and comparable to a non-special education student's peers in accordance with the State of Illinois IEP that supports a guaranteed and viable curriculum
- working 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
- advocating for students with special needs
- using informal and formal assessments to support the development of students
- 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 improved student achievement
- leading staff development initiatives for LRE accommodations and modifications to develop a plan for teaching and learning that addresses the individual student

Cluster/Area	03/08
School Name/Address	Johnson School of Excellence 1420 S. Albany Avenue Chicago, IL 60623
Grade or Subject	LIBRARY MEDIA TEACHER (.5 position)
Certificate Requirements	Possess current Type 03, 10 or alternative certification issued by the ISBE <u>with endorsements</u> required for the position. Note: Candidates who are eligible for the CPS library waiver will be considered. Strong literacy and/or technology background is preferred.
Submit to:	Submit applications via e-mail to: Turnarounds@cps.k12.il.us
Additional Information	Please list the position you are applying for in the subject line of your email.
Other information	Position Summary We are seeking an experienced part-time Library Media Teacher who is highly qualified to teach elementary school children. Candidates should be professional educators who have a proven track record of serving as a resource to teachers and students in planning units, classroom libraries, literacy instruction and the use of technology based research. We anticipate candidates with a superior ability to promote the school wide reading program by coordinating the use of technology in instructional programs and designing and modeling teaching strategies using technology. The Academy for Urban School Leadership, a not-for-profit organization, will assume responsibility for the operation of this CPS performance school. As a Performance School, all teachers at the AUSL Turnaround School of Excellence are employees of CPS. The terms of the Board of Education/Chicago Teachers Union collective bargaining agreement shall apply unless waived in accordance with the collective bargaining agreement or in accordance with State law. The teacher hours include the 8:30-2:45 school day. In addition, our staff will be asked to teach after-school programs one hour on each of three days per week and attend after-school staff professional development for teachers one day per week. Compensation for after-school hours will be paid according to the CTU collective bargaining agreement.
	Mandatory Application Elements In order to be considered for a position or an interview, applicants must:
	<ol style="list-style-type: none"> 1. submit a resume and letter of intent; 2. permit classroom observation/s by members of the teacher selection committee; 3. permit one or more interviews by a teacher selection committee
	Successful candidates must provide evidence of the following:
	<ul style="list-style-type: none"> • The ability to teach the production of media and presentation software, e.g. computer graphics, films, videos, slides, tapes, charts graphs, power point presentations, etc. • Experience developing an orderly learning environment in collaboration with classroom teachers that promotes student engagement and meets state learning standards. • Planning and developing literacy based activities such as book fairs, author talks, book talks, etc. • Managing the library/media center through the selection, purchase, processing, distribution, and inventory of books, non-printed materials, textbooks, audio-visual equipment, computer hardware and software to meet the changing needs of the instructional program • Meeting the needs of all students including ESL, ELL, special education students and students with various learning styles through differentiation of instruction
	Mandatory Minimum Qualifications
	<ol style="list-style-type: none"> 1. Make a commitment to participate in a mandatory, paid 6-week (4 days per week, 4 hours per day) 2009 Summer Teacher Institute; 2. Possess current Type 03, 10 or alternative certification issued by the ISBE with endorsements required for the position.
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Cluster/Area	03/09
School Name/Address	M. Sheridan Math and Science Academy – Unit #4920 533 W. 27 th Street Chicago, Illinois 60616 (or GSR #40)
Telephone	(773) 534-9120
Fax	(773) 534-9124
Grade or Subject	Physical Education
Certificate Requirements	Type 03 w/Physical Education Endorsement
Submit To Principal	John O’Connell
Other information	We are seeking a motivated and engaging, full-time, highly qualified elementary physical education/health teacher who is committed to fitness and nutrition education, as well as being a part of a professional learning community. Must be open to working after school programs.

Cluster/Area	05/23
School Name/Address	Dyett High School – Unit #1600 555 E. 51 st Street Chicago, IL, 60615 (or GSR #42)
Telephone	(773) 535-1825
Fax	(773) 535-1036
Grade or Subject	9-12 Science, Physics and Chemistry
Certificate Requirements	Type 09 w/Physics and Chemistry Endorsements
Submit To Principal	Jerrold Washington, Assistant Principal
Other information	Successful candidates must demonstrate/have the following: <ul style="list-style-type: none"> • Keen knowledge of physics content and best practices • Ability to differentiate instruction • Ability to be a team player • Exceptional classroom management • Flexibility and creativity • Multiple science endorsements preferably

Cluster/Area	06/17
School Name/Address	Coles Model for Excellence Language Academy – Unit #2830 8441 South Yates Boulevard Chicago, IL 60617 (or GSR # 46)
Telephone	(773) 535-6550
Fax	(773) 535-6576
Grade or Subject	Intermediate Mathematics Teacher, Grades 4-6
Certificate Requirements	Type 03, Type 09 w/Mathematics Endorsement
Submit To Principal	Eboni McDonald, Math Lead Teacher
Other information	The successful candidate must: <ul style="list-style-type: none"> • Be able to provide evidence of recent student achievement • Show proficiency on grade level assessment (local unit criteria) • Provide previous evaluations • Have experience with Everyday Mathematics and Connected Mathematics 2 and Investigating Earth Systems (IES) Science Curriculum • Have excellent classroom management skills • Provide effective teaching strategies in order to provide differentiated instruction • Have excellent attendance and punctuality • Have a belief, passion and commitment to educating all children • Be able to communicate effectively with colleagues, students, parents and administration

(cont...)

Other information

- Have high self-esteem and be a self-starter
- Possess a positive attitude about student learning
- Set high expectations for all students

Preferred but not mandatory:

- Writing Workshop experience
- Grant Writing experience
- Mathematics Endorsement

Cluster/Area	06/18
School Name/Address	Gallistel Language Academy - Unit #3490 10347 S. Ewing Avenue Chicago, IL 60617 (or GSR #47)
Telephone	(773) 535-6540
Fax	
Grade or Subject	Special Education Cross- Cat. Teacher, grades 6 through 8
Certificate Requirements	Type 10
Submit To Principal	Mr. Patrick Mac Mahon
Other information	The selected candidate will be an individual who collaborates with colleagues and engages Special Needs students with best practices. This teacher will work in a Continuum setting (Some Instructional, Push In, Pull Out). Bilingual and Minority candidates are encouraged to apply. This opening is due to a Special Needs population increase.

Cluster/Area	06/24
School Name/Address	Hirsch Metro High School 7740 S. Ingleside Ave. Chicago, IL 60619 (or GSR #46)
Telephone	(773) 535-3100
Fax	(773) 535-3240
Grade or Subject	High School Special Education
Certificate Requirements	Type 10 w/Learning Disability and/or Educable Mentally Handicapped Endorsements
Submit To Principal	Dr. Joyce P. Cooper
Other information	Hirsch Metro High School is seeking candidates that are highly skilled with the following attributes: <ul style="list-style-type: none"> • Knowledgeable of "Best Practice" with experience in writing exceptional quality IEP's • Ability to administer the "Differentiated Instructional Model" • Collaborate well with administration, colleagues and parents • Demonstrate leadership and team building experience • Exercise excellent classroom management and organization skills

Cluster/Area	06/24
School Name/Address	Julian High School - Unit #1870 / 46401 10330 South Elizabeth Street Chicago, Illinois 60643 (or GSR #49)
Telephone	(773) 535-5170
Fax	(773) 535-5230
Grade or Subject	High School, Foreign Language Spanish
Certificate Requirements	Type 09 w/Spanish Endorsement
Submit To Principal	Careda Taylor

Other information Candidates should have a command of the language; ability to engage students; ability to communicate with parents; exceptional interpersonal skills and can demonstrate that he/she is a team player.
Julian is also looking for candidates who can demonstrate an ability to use data to inform instruction.

Cluster/Area	06/24
School Name/Address	Julian High School - Unit #1870 / 46401 10330 South Elizabeth Street Chicago, Illinois 60643 (or GSR #49)
Telephone	(773) 535-5170
Fax	(773) 535-5230
Grade or Subject	High School, Mathematics
Certificate Requirements	Type 09 w/Mathematics Endorsement
Submit To Principal	Careda Taylor
Other information	Candidates should have a command of the subject matter and the mathematics college readiness standards; ability to engage students; ability to communicate with parents; exceptional interpersonal skills and can demonstrate that he/she is a team player. Julian is also looking for candidates who can demonstrate an ability to use data to inform instruction and increase students' passion for mathematics.

Cluster/Area	06/24
School Name/Address	Julian High School - Unit #1870 / 46401 10330 South Elizabeth Street Chicago, Illinois 60643 (or GSR #49)
Telephone	(773) 535-5170
Fax	(773) 535-5230
Grade or Subject	High School, Language Arts
Certificate Requirements	Type 09 w/English Endorsement
Submit To Principal	Careda Taylor
Other information	Candidates should have a command of the subject matter and the college readiness standards; ability to engage students; ability to communicate with parents; exceptional interpersonal skills and can demonstrate that he/she is a team player. Julian is also looking for candidates who can demonstrate an ability to use data to inform instruction and can teach creative writing.

Cluster/Area	
School Name/Address	Collins Academy High School 1313 South Sacramento Drive Chicago, Illinois 60623
Grade or Subject	Collins is currently seeking experienced candidates in the following areas: <ul style="list-style-type: none"> • English • Math • Music, Drama, and/or Fine Arts • Science • Spanish • Special Education
Certificate Requirements	Possess current Type 09, 10 or alternative certification issued by the ISBE <u>with endorsements</u> required for the position.
Additional Information	Collins Academy High School opened in the fall of 2007 with a ninth grade class of 125 students. One grade is added each year until capacity is reached (500 students in grades 9-12). Collins Academy is both a high school and a teacher training site for the Academy for Urban School Leadership (AUSL). (cont...)

Additional Information

Collins Academy has a dual mission: prepare every student for college, careers, and community life *and* train aspiring teachers to become highly effective classroom leaders. Collins Academy teachers work to fulfill both components of the mission. Collaborating with staff, students, families, and the wider community, they create an engaging curriculum that nurtures and empowers the whole child, resulting in improved student achievement and ultimately college acceptance.

Additionally, teachers train the next generation of Chicago's exceptional high school teachers. Collins Academy teachers develop the capacity for intensive mentoring through training in cognitive coaching, cycles of inquiry, and best practices. Working with AUSL staff, National-Louis and UIC professors, and other Academy faculty, teachers also help refine the curriculum, classroom experiences, exit outcomes, and assessments for the training program. **Teachers selected to perform the role of mentor teacher, as professional development teachers, will receive additional pay for the additional hours worked.**

Please send a cover letter and resume to Joyce Caine at jmcaine@cps.edu

Other Information

Using the state standards and ACT benchmarks, the teachers we hire collaborate to design and implement curriculum to engage a wide range of learners. They also train student teachers.

Applicants with the following qualifications are **strongly preferred**:

- Current Type 09, 10 or alternative certification issued by the ISBE with endorsements required for the position. Special Education candidates may need to be highly-qualified in a specific content area for some positions.
- **At least 3 years of teaching in an urban school setting** and a master's degree
- A proven track record of improving student achievement
- A proven track record of collegiality and collaboration
- Capabilities for motivating and engaging students in learning
- Desire to be a reflective practitioner who implements cycles of inquiry; willingness to make learning explicit while encouraging others to do the same
- Desire and ability to connect with students and build rapport with them
- Experience developing and implementing a college-preparatory curriculum designed for a wide range of learners using the backwards mapping approach
- Experience developing and implementing a standards-based curriculum
- A commitment to teaching literacy across content areas
- Experience with various assessment tools, including rubrics and portfolios
- Experience designing project-based units for 90-minute classes
- Effective classroom management skills and systems
- Experience mentoring student teachers or National Board candidates
- Adaptability and resourcefulness necessary in new-school start up efforts
- Ability to integrate and infuse technology into the curriculum

Please send a cover letter and resume to Joyce Caine at jmcaine@cps.edu

Cluster/Area

School Name/Address

CPS Turnaround Elementary School
Copernicus Elementary School
6010 S. Throop St

Grade or Subject

2009-2010 School Year

Teach Chicago Turnarounds is seeking an outstanding teacher for the following position at Copernicus Elementary School (Pre-K-8):

- **Middle Grades Math (endorsement required)**

Certificate Requirements Submit To Principal

Type 3 or alternative certification issued by the ISBE, as appropriate to the position.
Chicago Public School
Department of Human Resources
125 South Clark St., 2nd Floor
Chicago, IL 60603 (or GSR #125)

EMAIL RESUME AND COVER LETTER TO: Turnarounds@cps.k12.il.us

Other Information

Successful candidates must demonstrate the following:

- 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.
- 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.

ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENT IN SUBMITTING AN APPLICATION FOR THESE POSITIONS. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET THESE COMMITMENTS SHOULD NOT APPLY.

1) **Extensive Collaboration and Transparent Sharing of Data:**

Classroom/clinical practices are public and open to constant improvement. Dashboard data on multiple levels will be shared publicly for the purposes of informing the work and mobilizing supports to the educators in most need of help. For example, periodic assessments will be used in academic areas and the results will be shared openly to drive honest reflection and action.

2) **Track E School:** This school is scheduled to begin the Year Round Calendar for the 2009-2010 school year.

3) **Summer Professional Development:** All instructional staff is expected to fully attend and participate in the summer professional development sessions beginning June 22, 2009 through July 15, 2009.

***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.*

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Cluster/Area**School**

CPS Turnaround High School
Fenger High School
 11220 South Wallace Street
 Chicago, IL 60628

Mandatory Application Elements and Process

1. Candidates must submit a letter of interest and intent that includes:
 - Acknowledgement of and candidate's agreement to meet the commitments and conditions for position.
 - A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences and description of any preferred qualifications.
2. Evidence that candidate possesses all mandatory minimum qualifications.
3. Lesson modeling, on-site selection activities, interview by school-based hiring team, and consent to classroom observation.
4. At least 3 references from persons with knowledge of candidate's teaching and instructional abilities and other skills, proficiencies and experience.

Mandatory Commitments

ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENT IN SUBMITTING AN APPLICATION FOR THESE POSITIONS. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET THESE COMMITMENTS SHOULD NOT APPLY.

- 1) **Extensive Collaboration and Transparent Sharing of Data:**
Classroom/clinical practices are public and open to improvement. Dashboard data on multiple levels will be shared publically for the purposes of informing the work and mobilizing supports.
- 2) **Block Schedule:** Turnaround schools use a block schedule which is 90 minutes of instructional time.
- 3) **Well Managed Classroom:** Every single adult in a turnaround school will receive extensive training in the Well Managed Classroom model.
- 4) **Summer Professional Development:** Three weeks of summer professional development is required and all staff is expected to attend and fully participate.
- 5) **Turnaround Leadership Academy:** Senior and mid-level leaders hired in a turnaround school are expected to start meeting on a periodic basis to begin preparations for leading the school community. These sessions will be held in the late afternoons, evenings, and Saturdays.

**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.*

Grade or Subject Area

Fenger High School is seeking outstanding teachers in the following areas:

- Chemistry
- Librarian
- Mathematics
- Physical Education
- Physics
- Reading
- Social Studies
- Special Education

Certificate Requirements

Type 09, 10 or an alternative certification issued by the ISBE and necessary endorsements required for the position.

Mandatory Minimum Skills, Abilities, Proficiencies and Experiences

Successful candidates must demonstrate the following:

- 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.
- Demonstrated knowledge of effective diversifying instructional strategies and significant content knowledge to meet the needs of all students.
- Demonstrated knowledge and understanding of and record of and/or ability to effectively implement balanced literacy instruction. (cont...)

Mandatory Minimum Skills, Abilities, Proficiencies and Experiences

- 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 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.
- 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.
- Experience with the following is *strongly preferred*: Positive Behavior Interventions and Supports (PBIS) and experience developing and implementing Individualized Education Programs (for Special Education positions)

Preferred Qualifications

Applicants with the following qualifications are preferred:*

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

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

How to Apply

Qualified applicants can submit resumes via email to Turnarounds@cps.k12.il.us
 Applicants who are new to Chicago Public Schools must also complete the online CPS application.

Applicants interested in certified teaching positions are also strongly encouraged to visit www.TeachChicagoTurnarounds.org/howtoapply.html and complete the Teach Chicago Turnarounds **School Matching Survey**.

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For more information please visit

www.TeachChicagoTurnarounds.org

Cluster/Area

School

CPS Turnaround High School
Fenger High School
 11220 South Wallace Street
 Chicago, IL 60628

Mandatory Application Elements and Process

- 1) Candidates must submit a letter of interest and intent that includes:
 - Acknowledgement of and candidate's agreement to meet the commitments and conditions for position.
 - A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences and description of any preferred qualifications.
 - Evidence that candidate possesses all mandatory minimum qualifications.
- 2) Lesson modeling, on-site selection activities, interview by school-based hiring team, and consent to classroom observation.
- 3) At least 3 references from persons with knowledge of candidate's teaching and instructional abilities and other skills, proficiencies and experience.

Mandatory Commitments

ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENT IN SUBMITTING AN APPLICATION FOR THESE POSITIONS. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET THESE COMMITMENTS SHOULD NOT APPLY.

1) Extensive Collaboration and Transparent Sharing of Data:

Classroom/clinical practices are public and open to constant improvement. Dashboard data on multiple levels will be shared publically for the purposes of informing the work and mobilizing supports to the educators in most need of help. For example, periodic assessments will be used in academic areas and the results will be shared openly to drive honest reflection and action.

2) Block Schedule: Turnaround schools use a block schedule which is 90 minutes of instructional time. We will provide professional development for teaching on the block.

3) Well Managed Classroom: Every single adult in a turnaround school will receive extensive training in the Well Managed Classroom model.

4) Summer Professional Development: Three weeks of summer beyond the normal amount of professional development. All staff is expected to attend and fully participate.

5) Turnaround Leadership Academy: Senior and mid-level leaders hired in a turnaround school are expected to start meeting on a periodic basis to begin preparations for leading the school community. These sessions will be held in the late afternoons, evenings, and Saturdays.

**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.*

Grade or Subject Area

Academic Department Chairs are key leadership positions for ensuring that the turnaround school 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. **Additional compensation is provided for department chairs.** 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.

Fenger High School is currently seeking qualified candidates to serve as **Academic Department Chairs** in the following areas:

- **Science**
- **Social Sciences**
- **Special Education**

Certificate Requirements

Type 09 or an alternative certification issued by the ISBE. Appropriate content area endorsements are required for these positions. **Masters Degree and Type 75 preferred for leadership roles.**

Mandatory Minimum Skills, Abilities, Proficiencies and Experiences

Principal 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.

(cont...)

Mandatory Minimum Skills, Abilities, Proficiencies and Experiences

- Fully participate in the Instructional Leadership Team model
- Facilitate focused, data-centered, healthy and effective common planning meetings.

Qualifications

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.

Preferred Qualifications

Applicants with the following qualifications are preferred:*

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

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

Qualified applicants can submit resumes via email to Turnarounds@cps.k12.il.us

Applicants who are new to Chicago Public Schools must also complete the online CPS application. Applicants interested in certified teaching positions are also strongly encouraged to visit [www.TeachChicagoTurnarounds.org/howtoapply .html](http://www.TeachChicagoTurnarounds.org/howtoapply.html) and complete the Teach Chicago Turnarounds **School Matching Survey.**

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For more information please visit:

www.TeachChicagoTurnarounds.org

Additional Information Available

Cluster/Area

School

CPS Turnaround High School

Fenger High School

11220 South Wallace Street

Chicago, IL 60628

Mandatory Application Elements and Process

- 1) Candidates must submit a letter of interest and intent that includes:
 - Acknowledgement of and candidate’s agreement to meet the commitments and conditions for position.
 - A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences and description of any preferred qualifications.
- 2) Evidence that candidate possesses all mandatory minimum qualifications.
- 3) Lesson modeling, on-site selection activities, interview by school-based hiring team, and consent to classroom observation.
- 4) At least 3 references from persons with knowledge of candidate’s teaching and instructional abilities and other skills, proficiencies and experience.

Mandatory Commitments

ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENT IN SUBMITTING AN APPLICATION FOR THESE POSITIONS. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET THESE COMMITMENTS SHOULD NOT APPLY.

1) Extensive Collaboration and Transparent Sharing of Data:

Classroom/clinical practice in a turnaround are public and open to constant improvement. Dashboard data on multiple levels will be shared publically for the purposes of informing the work .

2) Block Schedule: Turnaround schools use a block schedule which is 90 minutes of classroom instruction.

3) Well Managed Classroom: Every single adult in a turnaround school will receive extensive training in the Well Managed Classroom model.

(cont...)

Mandatory Commitments

- 4) **Summer Professional Development:** Three weeks of your summer beyond the normal amount of professional development. All staff are expected to attend and fully participate in this extended professional development.
- 5) **Turnaround Leadership Academy:** Senior and mid-level leaders hired in a turnaround school are expected to start meeting on a periodic basis to begin preparations for leading the school community. These sessions will be held in the late afternoons, evenings, and Saturdays.

**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.*

Grade or Subject Area

The Fenger Achievement Academy is looking for teachers in the following areas:

- **Biology**
- **Math**
- **Physical Education**
- **Special Education**

The Achievement Academies serve overage students who have not met the promotion criteria to enter high school. The Achievement Academies are a collaborative effort between Chicago Public Schools and the Talent Development High School Model (TDHS) of Johns Hopkins University. The TDHS model consists of specific changes in school organization and management to establish a strong, positive school climate for learning; curricular and instructional innovations to transition students into advanced high school work.

The Chicago Public Schools is seeking educators to support the implementation of the reading/English component of the Talent Development model in the Chicago Public Schools. Candidates will work closely with local school staff and facilitators from Johns Hopkins University. Teachers will teach a designated curriculum that has been designed by Johns Hopkins educators to prepare the students for a transition into a regular, high-school English program. This will be followed for some students by Semester 1 of English I. Teachers will receive extensive staff development and on-going support in their efforts to bring students up to grade level. Type 09 (with appropriate middle school endorsements) or an alternative certification issued by the ISBE. Appropriate subject and middle school endorsements are required.

Certificate Requirements

Mandatory Minimum Skills, Abilities, Proficiencies and Experiences

Principal Accountabilities

- Work closely with the English Language Arts and/or Math Specialist to plan, co-teach, and provide opportunities for feedback for effective implementation of instructional practices
- Collaborate with cross-curricular teams for effective instructional, management and student support
- Work closely with the English Language Arts and/or Math Specialist to analyze data course passing rates, attendance, and ongoing formative and summative assessment data.
- Attend monthly professional development sessions designed on the specific skills and strategies required for the mathematical component of the TDHS model.

Successful candidates must demonstrate the following:

- Exceptional critical thinking and analytical skills that enable teachers to assess qualitative and quantitative data in order to drive student achievement.
- Effective instructional and diversifying strategies and significant content knowledge to meet the needs of all students.
- 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.

(cont...)

Mandatory Minimum Skills, Abilities, Proficiencies and Experiences

- Record of excellent classroom management skills or demonstrated ability to effectively manage a classroom.
- 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.
- 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.
- Experience with the following is *strongly preferred*: Positive Behavior Interventions and Supports (PBIS) and experience developing and implementing Individualized Education Programs (for Special Education positions)
- Successful experience as a teacher in Secondary English teacher with a strong background in teaching reading. Such success should be reflected in evaluations, observations, and peer reviews.
- Evidence of excellent communication and organizational skills.
- The ability to teach in a 90 minute block schedule.
- The ability to teach students who are performing below grade level.

Preferred Qualifications

Applicants with the following qualifications are preferred:*

- 1) National Board Certification & Golden Apple Award recipients
- 2) Three years teaching experience
- 3) Knowledge and experience in curriculum mapping
- 4) Masters or advanced degrees
- 5) 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

(***Note:** Possession of preferred qualifications does not guarantee selection.)
 Qualified applicants can submit resumes via email to Turnarounds@cps.k12.il.us
 Applicants who are new to Chicago Public Schools must also complete the online CPS application. Applicants interested in certified teaching positions are also strongly encouraged to visit www.TeachChicagoTurnarounds.org/howtoapply.html and complete the Teach Chicago Turnarounds **School Matching Survey**. **Change Schools. Change Lives. Teach Chicago Turnarounds.** For more information please visit: www.TeachChicagoTurnarounds.org

Cluster/Area

School Name/Address

CPS Turnaround Elementary School
Fulton Elementary School
 5300 S. Hermitage St

Telephone

Fax

Grade or Subject

2009-2010 School Year

Teach Chicago Turnarounds is seeking outstanding teachers for the following proposed positions at Fulton Elementary School (Pre-K-8):

- **Primary Bilingual (Spanish) (needs both certifications)**
- **Upper-grades Science**
- **Physical Education**
- **Library/Media Specialist**
- **Spanish**
- **Case Manager/Counselor**
- **Intermediate Special Education**

Certificate Requirements

Type 3, 4, 10, 29, 73 or alternative certification issued by the ISBE, as appropriate to the position. **Content area certification or endorsement required.**

Submit To Principal

Chicago Public School
Department of Human Resources
125 South Clark St., 2nd Floor
Chicago, IL 60603 (or GSR #125)

EMAIL RESUME AND COVER LETTER TO: Turnarounds@cps.k12.il.us

Other information

Successful candidates must demonstrate the following:

- 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.
- 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

ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENT IN SUBMITTING AN APPLICATION FOR THESE POSITIONS. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET THESE COMMITMENTS SHOULD NOT APPLY.

1) Extensive Collaboration and Transparent Sharing of Data:

Classroom/clinical practices are public and open to constant improvement. Dashboard data on multiple levels will be shared publicly for the purposes of informing the work and mobilizing supports to the educators in most need of help. For example, periodic assessments will be used in academic areas and the results will be shared openly to drive honest reflection and action.

2) Track E School: This school is scheduled to begin the Year Round Calendar for the 2009-2010 school year.

3) Summer Professional Development: All instructional staff is expected to fully attend and participate in the summer professional development sessions beginning June 22, 2009 through July 15, 2009.

(cont...)

Other information

***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.*

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Cluster/Area

School

CPS Turnaround High School

Harper High School

6520 South Wood Street

Chicago, IL 60636

Mandatory Application Elements and Process

- 1) Candidates must submit a letter of interest and intent that includes:
 - Acknowledgement of and candidate's agreement to meet the commitments and conditions for position.
 - A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences and description of any preferred qualifications.
- 2) Evidence that candidate possesses all mandatory minimum qualifications.
- 3) Lesson modeling, on-site selection activities, interview by school-based hiring team, and consent to classroom observation.
- 4) At least 3 references from persons with knowledge of candidate's teaching and instructional abilities and other skills, proficiencies and experience.

Mandatory Commitments

ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENT IN SUBMITTING AN APPLICATION FOR THESE POSITIONS. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET THESE COMMITMENTS SHOULD NOT APPLY.

- 1) **Extensive Collaboration and Transparent Sharing of Data:** Classroom/clinical practices are public and open to improvement. Dashboard data on multiple levels will be shared publically for the purposes of informing the work and mobilizing supports.
- 2) **Block Schedule:** Turnaround schools use a block schedule which is 90 minutes of instructional time.
- 3) **Well Managed Classroom:** Every single adult in a turnaround school will receive extensive training in the Well Managed Classroom model.
- 4) **Summer Professional Development:** Three weeks of summer professional development is required and all staff is expected to attend and fully participate.
- 5) **Turnaround Leadership Academy:** Senior and mid-level leaders hired in a turnaround school are expected to start meeting on a periodic basis to begin preparations for leading the school community. These sessions will be held in the late afternoons, evenings, and Saturdays.

***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.*

Grade or Subject Area

Harper High School is seeking outstanding teachers in the following areas.

- Chemistry
- English
- Mathematics
- Reading
- Social Studies
- Special Education
- Theatre Director

Certificate Requirements

Type 09 (with appropriate middle school endorsements), 10 or an alternative certification issued by the ISBE. Appropriate content area endorsements are required for these positions.

Mandatory Minimum Skills, Abilities, Proficiencies and Experiences

Successful candidates must demonstrate the following:

- 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.
- Demonstrated knowledge of effective diversifying instructional strategies and significant content knowledge to meet the needs of all students.
- 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 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.
- 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.
- Experience with the following is *strongly preferred*: Positive Behavior Interventions and Supports (PBIS) and experience developing and implementing Individualized Education Programs (for Special Education positions)

Preferred Qualifications

Applicants with the following qualifications are preferred:*

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

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

How to Apply

Harper High School will be part of the Chicago Teacher Advancement Program (TAP) during the 2009-2010 academic year. The system encompasses performance based compensation, classroom observations, job-embedded professional development and school-based career opportunities for teachers and principals. As a result of participation in Chicago TAP, teachers can advance professionally and earn higher salaries, just as in other careers.

Qualified applicants can submit resumes via email to Turnarounds@cps.k12.il.us

Applicants who are new to Chicago Public Schools must also complete the online CPS application.

Applicants interested in certified teaching positions are also strongly encouraged to visit www.TeachChicagoTurnarounds.org/howtoapply.html and complete the Teach Chicago Turnarounds **School Matching Survey**.

Change Schools. Change Lives. Teach Chicago Turnarounds.

For more information please visit

www.TeachChicagoTurnarounds.org

School Name/Address	Orr Academy High School 730 North Pulaski Road Chicago, IL 60624
Grade or Subject	SPECIAL EDUCATION
Certificate Requirements	Possess current Type 09, 10 or alternative certification issued by the ISBE <u>with endorsements</u> required for the position. <i>Note: Some positions may require additional content area certification and/or endorsements.</i>
Additional Information	Orr Academy teachers develop the capacity for intensive mentoring through training in cognitive coaching, cycles of inquiry, and best practices. Working with AUSL staff, National-Louis and UIC professors, and other Academy faculty, teachers also help refine the curriculum, classroom experiences, exit outcomes, and assessments for the training program. Teachers selected to perform the role of mentor teacher, as professional development teachers, will receive additional pay for the additional hours worked.
Other Information	Please send a cover letter and resume via email to YTPayne@cps.k12.il.us Using the state standards and ACT benchmarks, the teachers we hire collaborate to design and implement curriculum to engage a wide range of learners. They also train student teachers. Applicants are strongly <i>preferred</i> to have the following qualifications: <ul style="list-style-type: none"> • At least 3 years of teaching in an urban school setting and a master's degree • A proven track record of improving student achievement • A proven track record of collegiality and collaboration • Capabilities for motivating and engaging students in learning • Desire to be a reflective practitioner who implements cycles of inquiry; willingness to make learning explicit while encouraging others to do the same • Desire and ability to connect with students and build rapport with them • Experience developing and implementing a college-preparatory curriculum designed for a wide range of learners using the backwards mapping approach • Experience developing and implementing a standards-based curriculum • A commitment to teaching literacy across content areas • Experience with various assessment tools, including rubrics and portfolios • Experience designing project-based units for 90-minute classes • Effective classroom management skills and systems • Experience mentoring student teachers or National Board candidates • Adaptability and resourcefulness necessary in new-school start up efforts • Ability to integrate and infuse technology into the curriculum Please send a cover letter and resume via email to YTPayne@cps.k12.il.us

Cluster/Area	
School Name/Address	Orr Academy High School 730 North Pulaski Road Chicago, IL 60624
Grade or Subject	2009-2010 Vacancies <i>We are currently seeking highly-qualified candidates in the following areas:</i> <ul style="list-style-type: none"> • Science • Spanish
Certificate Requirements	Possess current Type 09, 10 or alternative certification issued by the ISBE <u>with endorsements</u> required for the position.
Additional Information	Orr Academy teachers develop the capacity for intensive mentoring through training in cognitive coaching, cycles of inquiry, and best practices. Working with AUSL staff, National-Louis and UIC professors, and other Academy faculty, teachers also help refine the curriculum, classroom experiences, exit outcomes, and assessments for the training program. (cont...)

Additional Information	Teachers selected to perform the role of mentor teacher, as professional development teachers, will receive additional pay for the additional hours worked.
Other Information	<p>Please send a cover letter and resume via email to enwilliams2@cps.k12.il.us</p> <p>Using the state standards and ACT benchmarks, the teachers we hire collaborate to design and implement curriculum to engage a wide range of learners. They also train student teachers.</p> <p>Applicants are strongly <i>preferred</i> to have the following qualifications:</p> <ul style="list-style-type: none"> • At least 3 years of teaching in an urban school setting and a master’s degree • A proven track record of improving student achievement • A proven track record of collegiality and collaboration • Capabilities for motivating and engaging students in learning • Desire to be a reflective practitioner who implements cycles of inquiry; willingness to make learning explicit while encouraging others to do the same • Desire and ability to connect with students and build rapport with them • Experience developing and implementing a college-preparatory curriculum designed for a wide range of learners using the backwards mapping approach • Experience developing and implementing a standards-based curriculum • A commitment to teaching literacy across content areas • Experience with various assessment tools, including rubrics and portfolios • Experience designing project-based units for 90-minute classes • Effective classroom management skills and systems • Experience mentoring student teachers or National Board candidates • Adaptability and resourcefulness necessary in new-school start up efforts • Ability to integrate and infuse technology into the curriculum <p>Please send a cover letter and resume via email to enwilliams2@cps.k12.il.us</p>

Cluster/Area	
School Name/Address	Orr Academy High School 730 North Pulaski Road Chicago, IL 60624
Grade or Subject	Physical Education
Certificate Requirements	Possess current Type 09, 10 or alternative certification issued by the ISBE <u>with endorsements</u> required for the position.
Additional Information	<p>Orr Academy teachers develop the capacity for intensive mentoring through training in cognitive coaching, cycles of inquiry, and best practices. Working with AUSL staff, National-Louis and UIC professors, and other Academy faculty, teachers also help refine the curriculum, classroom experiences, exit outcomes, and assessments for the training program. Teachers selected to perform the role of mentor teacher, as professional development teachers, will receive additional pay for the additional hours worked.</p> <p>Please send a cover letter and resume via email to LSMcGee@cps.k12.il.us</p>
Other Information	<p>Using the state standards and ACT benchmarks, the teachers we hire collaborate to design and implement curriculum to engage a wide range of learners. They also train student teachers.</p> <p>Applicants are strongly <i>preferred</i> to have the following qualifications:</p> <ul style="list-style-type: none"> • At least 3 years of teaching in an urban school setting and a master’s degree • A proven track record of improving student achievement • A proven track record of collegiality and collaboration • Capabilities for motivating and engaging students in learning • Desire to be a reflective practitioner who implements cycles of inquiry; willingness to make learning explicit while encouraging others to do the same • Desire and ability to connect with students and build rapport with them <p>(cont...)</p>

Other Information

- Experience developing and implementing a college-preparatory curriculum designed for a wide range of learners using the backwards mapping approach
- Experience developing and implementing a standards-based curriculum
- A commitment to teaching literacy across content areas
- Experience with various assessment tools, including rubrics and portfolios
- Experience designing project-based units for 90-minute classes
- Effective classroom management skills and systems
- Experience mentoring student teachers or National Board candidates
- Adaptability and resourcefulness necessary in new-school start up efforts
- Ability to integrate and infuse technology into the curriculum

Please send a cover letter and resume via email to LSMcGee@cps.k12.il.us

TEACHING OPPORTUNITIES POSITION INFORMATI

BULLETIN No.: 420
DATE: JUNE 17, 2009

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 separate 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**, Department of Human Resources, 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 July 1, 2009

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).