



CHICAGO PUBLIC SCHOOLS  
WEEKLY PUBLICATION: JULY 22, 2009

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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](mailto:ebulletinpostings@cps.k12.il.us) for the advertisement of the following positions:

TYPE OF ADVERTISEMENT	
<b>Assistant Principal {42}:                      Administrative Grade _____                      Teaching Assistant Principal [ ] or                      Freed Assistant Principal [ ]</b>	
<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	<b>Teacher:</b>  <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](mailto: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, 2<sup>nd</sup> 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., 12<sup>th</sup> 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	Bulletin Date	Request Due in HR	Bulletin Date
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by the end of the business day		by the end of the 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	<b>March 25, 2009</b>	<b>April 8, 2009**</b>
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
<b>December 10, 2008</b>	<b>December 24, 2008*</b>	July 1, 2009	July 15, 2009
<b>December 17, 2008</b>	<b>December 31, 2008*</b>	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
<b>*There is no publication of the Personnel Bulletin During Christmas Vacation</b>		<b>**There is no publication of the Personnel Bulletin During Spring Vacation</b>	

**Item 4: Application for Leave to Attend a Conference or to Receive a University Degree**

**Q. Who can apply for a leave?**

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

**Q. How do I apply for a leave?**

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

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

**Signatures must be obtained prior to event attendance.**

**Q. How do I submit my application?**

**A. Applications must be submitted to your supervisor for approval. Human Resources will no longer accept applications. Supervisors are responsible for notifying employees of application status.** The school

and/or department must retain copies of completed applications. Citywide personnel must submit the application to both the principal and supervisor for approval.

**Q. How is my time submitted?**

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

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

**Item 5: Military Service Leaves**

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

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

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

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

**Employee Benefits**

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

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

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

**Contact Numbers**

Employee Services 773-553-1142

Payroll Department 773-553-4729

Employee Benefits 773-553-2820

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

*No person shall be permitted to exhibit to teachers or pupils in any school building any book, map or other article, or to read or announce in any form an advertisement or a notice of an advertisement or to distribute on the school premises any books, tracts or other written materials, except in accordance with regulations. Authorized distribution may take place at designated entrances and exits of the school building, in the main office, in employee lounges, and other designated areas. Under no circumstances are such materials to be distributed during class time except in employee lounges and other designated areas. Distributors of such materials may in no manner delay or detain students, teachers, or other employees in the distribution of their materials except as incidental thereto. (Amended 12-16-81; 04-21-82)*

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

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

## **Item 7: Residency Policy**

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

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

### **Why does the Board have a residency policy?**

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

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

### **Whom does the Board's Residency Policy cover?**

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

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

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

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

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

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

**How does the Board define “continuously employed”?**

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

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

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

**What is meant by “residency”?**

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

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

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

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

Change of Address forms can be obtained at the local schools, downloaded from the Human Resources website ([www.cps-humanresources.org/](http://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/](http://www.isbe.state.il.us/nclb/)
- [www.isbe.state.il.us/certification/default.htm](http://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](mailto: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.)

<b>Titles and Grades Affected by NCLB (must have 60 credit hours &amp; HQ Designation)</b>	<b>New Titles and Grades Reflecting the \$1,000 Salary Increase per CTU/PSEU - CBOE Agreement (must have associate's)</b>
School Assistant, GA1 (0462) Teacher Assistant, GB1 (0463) Special Ed Class Assistant, G04 (0464) School Asst Bilingual Spanish I, GA1 (0474) Teacher Asst Bilingual Spanish I, GB1 (0476) School Asst Bilingual I, GA1 (0475) Teacher Assistant Bilingual I, GB1 (0478) School Library Asst, G06 (0531) Teacher Asst – Montessori, G03 (2520) Instructor Assistant, G03 (3917) Bilingual Special Ed Class Asst, G04 (0469)	School Assistant II, GA2 (0482) Teacher Assistant II, GB2 (0483) Special Ed Class Assistant II, GA4 (0494) School Asst Bil Spanish II, GA2 (0484) Teacher Asst Bil Spanish II, GB2 (0477) School Asst Bilingual II, GA2 (0485) Teacher Asst Bilingual II, GB2 (0479) School Library Asst II, GC6 (0532) Teacher Asst – Montessori II, GB3 (2519) Instructor Assistant II, GB3 (3920) Bilingual Special Ed Class Asst II, GA4 (0495)

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

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

**Procedures for applying are as follows:**

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

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

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

Effective Monday December 20<sup>th</sup>, 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: JULY 22, 2009



**Department of Human Resources**  
*Opening Gateways to Human Potential*

*Opening Gateways to Human Potential*

*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](http://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](http://www.cps-humanresources.org) for Instructions.

# ADMINISTRATIVE POSITIONS

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**BULLETIN No: 494**  
**DATE: JULY 22, 2009**

<b>Title</b>	<b>Business Service Representative</b>
<b>Location</b>	<b>Office of Business Service Center</b> Chicago Public Schools 125 S. Clark Street Chicago, IL 60603
<b>Position Number</b>	TBD
<b>Position Value</b>	1.0
<b>Position Grade</b>	Professional I
<b>Budget Classification</b>	TBD
<b>Position Period</b>	12 months
<b>Salary</b>	Minimum: \$33,500 Midpoint: \$40,200 Maximum: \$46,900
<b>Position Summary</b>	<b>POSITION DESCRIPTION:</b> The Business Service Representative responds to school inquiries and provides information to resolve issues. This individual supports the work of other Business Service Center (BSC) staff as needed and provides necessary (as needed) administrative support to the BSC management staff. <b>PRIMARY RESPONSIBILITIES:</b> <ul style="list-style-type: none"><li>• Respond to incoming calls and inquiries, provide reference information as appropriate to resolve questions or concerns</li><li>• Open and assign tickets to appropriate BSC functional staff and Subject Matter Experts.</li><li>• Manage intake, screening and redistribution of school documents and reports including fundraising requests, mileage reimbursement , internal accounts reports and fixed assets registers</li><li>• Provide support to BSC projects, initiatives and field training sessions on an as needed basis.</li><li>• Provide administrative support to BSC Officer and Team Leads on as-needed basis.</li><li>• Oversee the maintenance of the training lab and registration process.</li><li>• Responsible for Principal travel reimbursement.</li></ul>
<b>Qualifications</b>	<b>EDUCATION REQUIREMENTS:</b> <ul style="list-style-type: none"><li>▪ Bachelor’s Degree from an accredited College or University.</li></ul> <b>EXPERIENCE REQUIREMENTS:</b> <ul style="list-style-type: none"><li>▪ Vast experience with Microsoft 2007 Suite including Excel, Power Point, and Word is preferred.</li><li>▪ Some experience in a service organization preferred.</li></ul>

## ADMINISTRATIVE POSITION INFORMATION

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**BULLETIN No: 494**  
**DATE: JULY 22, 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, 2<sup>nd</sup> 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 August 5, 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: 495**  
**DATE: JULY 22, 2009**

Title	Teacher Assistant
Location	<b>GR Clark Elementary School</b> 1045 South Monitor Ave. Chicago, IL 60644
Position Number	157826
Position Value	1.0
Position Grade	G04
Budget Classification	115-52100-122002-000000
Position Period	38.60 School Calendar
Salary	The minimum annual salary is: TBD
Position Summary	An anticipated position to start August 10, 2009. The teacher assistant will work with special education in the general education classroom. Bilingual (Spanish) preferred but not required. Ability to perform CPR is highly desirable.
Qualifications	Candidate must be NCLB certified. Knowledge of characteristics of students with various disabilities; good knowledge of English grammar and spelling with basic math knowledge. Individual should have the ability to work with students who have challenging behaviors. Assistant will assist with instruction in the classroom. Candidate should be a record of excellent attendance on a job. <b>In addition to submitting documents to HR, but <i>do not</i> call school, interested candidates may also submit letter of application and resumes to the school via email: <a href="mailto:fstewart@cps.k12.il.us">fstewart@cps.k12.il.us</a> and or fax to 773.534.6278</b> <b>The subject line of the e-mail must include:</b> E-Bulletin Number of the position posting (Ex: Bulletin 501), and Title of the position.

**BULLETIN No: 496**  
**DATE: JULY 22, 2009**

Title	School Clerk
Location	<b>Gregory Academy</b> 3715 W. Polk Chicago, IL 60624
Position Number	TBD
Position Value	1.0
Position Grade	G09
Budget Classification	23441-115- 52100-241001
Position Period	2009-2010 school year
Salary	The minimum annual salary is: \$ 37,500
Position Summary	Under the general direction of the school principal, performs any of several specialized clerical functions in a large public school facility, or performs a variety of responsible clerical functions in a small public school facility; and performs related duties as required. <b>ESSENTIAL FUNCTIONS:</b> Prepares and types a variety of original correspondence, memorandums, and reports using either a personal computer, as directed by the school principal and/or the principal's designee; opens, sorts, and distributes incoming mail and school correspondence; serves as a receptionist and greets and directs visitors to appropriate staff; schedules appointments for school (cont...)

**Position Summary**

administrators; receives and places telephone calls for school personnel; responds to inquiries from students, parents and guardians and the general public concerning school operations and activities; maintains attendance records of students and staff; processes and prepares payrolls for school personnel, by operating computerized timekeeping and payroll equipment; maintains enrollment records and processes student transfers; maintains student history records; prepares and processes requisitions for the procurement of supplies, instructional materials, furniture, and equipment; maintains and monitors the school's petty cash and internal account ledgers; issues checks and prepares money for deposits; receives and compiles periodic reports involving payrolls, pupil attendance and enrollment, various funds and account ledgers; compiles and forwards student transcripts to appropriate parties; operate personal computers utilizing spreadsheet, database, or other software applications.

**Qualifications**

**MINIMUM QUALIFICATIONS:**

**Training and Experience.** Graduation from high school (or G.E.D. equivalent) supplemented by one year of clerical work experience, and the ability to type 45 words per minute with fewer than 10 errors; or an equivalent combination of training and experience.

**Knowledge, Abilities, and Skill.** General knowledge of modern clerical office methods, practices, and procedures; knowledge of common office machines and equipment. Ability to apply general clerical office methods, practices, and procedures; ability to follow oral and written instructions; ability to type proficiently; ability to communicate effectively and tactfully with school personnel, students, parents and guardians, and the general public; ability to operate personal computers utilizing word processing, spreadsheet, and database software is highly desirable. Good oral and written communication skills, good skill in basic mathematics, good interpersonal skills, good recordkeeping skills. Experience with Microsoft 2007 Suite including Excel, Power Point, and Word is preferred.

**BULLETIN No: 497  
DATE: JULY 22, 2009**

<b>Title</b>	<b>School Bus Aide</b>
<b>Location</b>	<b>Near North Elementary School</b> 739 N. Ada Chicago, Illinois 60642
<b>Position Number</b>	TBD
<b>Position Value</b>	1.0
<b>Position Grade</b>	G01
<b>Budget Classification</b>	30061-115-52100-255051-376709
<b>Position Period</b>	38.60
<b>Salary</b>	The minimum annual salary is: \$TBA
<b>Position Summary</b>	Assist in the supervision of emotionally disabled students ages 7-14 entering and exiting school buses, fasten various types of seats belts around students as precautionary measure, maintains order and discipline on school buses, refers misbehaved students to school principal for disciplinary action, completes routing lists and related transportation forms for the purpose of communication sequence of bus stops.
<b>Qualifications</b>	<b>High school diploma or GED equivalent.</b> Perfect attendance, willingness and ability to perform the essential functions of the job. General knowledge of the behavior patterns of school aged children; ability to maintain an orderly environment on buses. Service does not end until all the children are safely delivered to a responsible adult at home in the afternoon. Skill in communicating with parents, emotionally disabled children and school administrators.

<b>Title</b>	<b>Special Education Classroom Assistant</b>
<b>Location</b>	<b>Chicago Academy High School – Unit #6670</b> 3400 North Austin Avenue Chicago, IL 60634 (or GSR #30)
<b>Position Number</b>	TBD
<b>Position Value</b>	1.0
<b>Position Grade</b>	G04
<b>Budget Classification</b>	TBD
<b>Position Period</b>	School Calendar
<b>Salary</b>	The minimum annual salary is: \$ TBD
<b>Position Summary</b>	This position is to work in tandem with a student with a significant disability on a class by class basis. The Aide will be expected to monitor this student's classwork, homework and behavior. He or she will communicate daily with the general education teachers, the case manager, and the parents. <b>Interested candidates may submit letter of application and resumes via email:</b> Mooneen Dyer, Case Manager, at <a href="mailto:mdyer@cps.edu">mdyer@cps.edu</a> . (resume emailed only. Please do not mail or fax.) <b>The subject line of the e-mail must include:</b> E-Bulletin Number of the position posting (Ex: Bulletin 501), and Title of the position.
<b>Qualifications</b>	At least two years as a PSRP required. Associates Degree or 60 credit hours at an accredited college required. Spanish or Polish speaking a plus.

<b>Title</b>	<b>Administrative Assistant (Administrative III)</b>
<b>Location</b>	Chicago Public Schools <b>Office of Performance Management</b> 125 South Clark Street Chicago, IL 60603
<b>Position Number</b>	TBD
<b>Position Value</b>	1.0
<b>Position Grade</b>	Salary Band 3
<b>Budget Classification</b>	16050-115-52100-211201-000000
<b>Position Period</b>	52 weeks
<b>Salary</b>	Minimum: \$33,500, Midpoint: \$40,200, Maximum: \$46,900
<b>Position Summary</b>	<ul style="list-style-type: none"><li>Manages logistics and communications for Performance Management (PM) Sessions and other large events. This may include, but is not limited to, making room reservations and arranging for appropriate set-up, transportation, e-mail announcements and managing RSVPs.</li><li>Handles general administrative tasks for a team of 20+ staff, such as ordering supplies, photocopying and filing</li><li>Maintains basic information for the PM Team, such as contact lists and conference room schedules</li><li>Administers payroll and maintains the vacation schedule for the entire Office of Performance Management</li></ul>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>Bachelor's degree from an accredited college or university</li><li>Relevant work experience required.</li><li>Team player comfortable working with and supporting a variety of people.</li><li>Flexible and comfortable working on a variety of assignments at a given time. Able to balance competing priorities and deadlines.</li><li>Knowledge of Microsoft Word, PowerPoint and Excel.</li></ul>

## EDUCATIONAL SUPPORT PERSONNEL POSITION INFORMATION

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**BULLETIN No: 495, 496, 497, 498, 503**  
**DATE: JULY 22, 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, 2<sup>nd</sup> 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 August 5, 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.*

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# ASSISTANT PRINCIPALSHIP POSITIONS

**BULLETIN No: 499**  
**DATE: JULY 22, 2009**

<b>Cluster/Area</b>	05/15
<b>School Name/ Address</b>	<b>Pershing West School – Unit #2680</b> 3200 S. Calumet Chicago, IL 60616 (or GSR #40)
<b>Telephone</b>	(773) 534-9240
<b>Fax</b>	(773) 534-9249
<b>Freed Assistant Principal Grade</b>	1
<b>Certificate Requirements</b>	<b>See Assistant Principalship Position Information</b>
<b>Submit To Principal:</b>	Cheryl D. Watkins
<b>Other Information</b>	<p>In addition to duties specified by the principal and to possessing the knowledge and expertise in supervising the implementation of the state goals and standards within the classroom, the successful candidate will assist the principal in areas of instructional leadership, school operations and management of the school budget. Additionally, the successful candidate will:</p> <ul style="list-style-type: none"> <li>• possess the ability to support and assist the principal in promoting and implementing the mission and vision of the school</li> <li>• demonstrate a solid instructional background with knowledge of current research and best practices for student achievement</li> <li>• have superior communication skills (written, verbal and listening) that support positive interpersonal and organizational skills</li> <li>• assist and monitor the implementation of the SIPAAA</li> <li>• accept responsibility for special school activities that may extend the school day or occur on weekends</li> <li>• have the ability to manage time and tasks effectively</li> <li>• be able to work independently to bring programs to the school to support teacher, parent and student interests.</li> <li>• have outstanding attendance and punctuality</li> <li>• understand data and the importance of its use to advance student learning</li> <li>• possess advanced technology skills and knowledge of integrating technology into the curriculum and instruction</li> <li>• demonstrate innovative and creative approaches to support problem solving and conflict resolution</li> <li>• possess a strong work ethic with a commitment to excellence</li> <li>• articulate previous leadership experience</li> <li>• have a minimum of 5 years of teaching experience</li> <li>• work collaboratively with teachers and parents to meet the needs of our students</li> <li>• possess successful grant writing skills and expertise in fundraising to support the school</li> <li>• effectively plan and facilitate professional development</li> </ul> <p>attend professional development activities at the local, state and national level to acquire current knowledge and expertise needed to support our students.  (cont...)</p>

**Other Information**

All applicants must email an introductory letter outlining accomplishments and experiences related to the position and a copy of their resume to the principal at [cdwatkins@cps.k12.il.us](mailto:cdwatkins@cps.k12.il.us). No phone calls or faxes please.  
To obtain information about the school, please visit the schools' website at <http://pershingwest.cps.k12.il.us>

# ASSISTANT PRINCIPALSHIP POSITION INFORMATION

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**BULLETIN No: 499**  
**DATE: JULY 22, 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., 2<sup>nd</sup> 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 August 5, 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, 2<sup>nd</sup> 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.*

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## COUNSELOR POSITIONS

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**BULLETIN No: 500**  
**DATE: JULY 22, 2009**

<b>Cluster/Area</b>	04/10
<b>School Name/ Address</b>	<b>Brighton Park School – Unit #7470</b> 3825 South Washtenaw Chicago, IL. 60632 (or GSR #40)
<b>Telephone</b>	(773) 535-7237
<b>Fax</b>	(773) 535-7198
<b>Certificate Requirements</b>	<b>See Counselor Position Information</b>
<b>Submit To Principal:</b>	Dr. Glenda Johnson
<b>Other Information</b>	Elementary (K-8 <sup>th</sup> ).
<b>Cluster/Area</b>	05/23
<b>School Name/ Address</b>	<b>Kelly High School - Unit #46181</b> 4136 S. California Ave. Chicago, Illinois 60632 (or GSR #40)
<b>Telephone</b>	(773) 535-4901
<b>Fax</b>	(773) 535-4841
<b>Certificate Requirements</b>	<b>See Counselor Position Information</b>
<b>Submit To Principal:</b>	Mr. Algird Pretkelis
<b>Other Information</b>	Bilingual (Spanish) candidates are encouraged to apply.
<b>Cluster/Area</b>	05/14
<b>School Name/ Address</b>	<b>Nicholson Technology Academy – Unit #22181</b> 6006 S. Peoria St. Chicago, IL 60621 (or GSR #42)
<b>Telephone</b>	(773) 535-3285
<b>Fax</b>	(773) 535-3443
<b>Certificate Requirements</b>	<b>See Counselor Position Information</b>
<b>Submit To Principal:</b>	Rodney Hull
<b>Other Information</b>	
<b>Cluster/Area</b>	06/18
<b>School Name/ Address</b>	<b>Colemon School - Unit #6170</b> 1441 W. 119 <sup>th</sup> Street Chicago IL 60643 (GSR# 49)
<b>Telephone</b>	(773) 535-3975
<b>Fax</b>	(773) 535-3979
<b>Certificate Requirements</b>	<b>See Counselor Position Information</b>
<b>Submit To Principal:</b>	Paulette T. Williams
<b>Other Information</b>	

# COUNSELOR POSITION INFORMATION

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**BULLETIN No: 500**  
**DATE: JULY 22, 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)**

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## **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., 2<sup>nd</sup> 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 August 5, 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., 2<sup>nd</sup> 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.*

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# SCHOOL PSYCHOLOGIST POSITIONS

**BULLETIN No: 501**  
**DATE: JULY 22, 2009**

Cluster/Area	
<b>School</b>	CPS Turnaround High School <b>Harper High School</b> 6520 South Wood Street Chicago, IL 60636
<b>Mandatory Application Elements and Process</b>	1.) Candidates must submit a letter of interest and intent that includes: <ul style="list-style-type: none"><li>• Acknowledgement of and candidate's agreement to meet the commitments and conditions for position.</li><li>• A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences and description of any preferred qualifications.</li></ul> 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.
<b>Mandatory Commitments</b>	<b>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.</b> 1) <b>Extensive Collaboration and Transparent Sharing of Data:</b> 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) <b>Block Schedule:</b> Turnaround schools use a block schedule which is 90 minutes of instructional time. 3) <b>Well Managed Classroom:</b> Every single adult in a turnaround school will receive extensive training in the Well Managed Classroom model. 4) <b>Summer Professional Development:</b> 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>
<b>Grade or Subject Area</b>	<b>School Psychologist</b> 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.
<b>Certificate Requirements</b>	Please submit resumes via email to: <a href="mailto:Turnarounds@cps.k12.il.us">Turnarounds@cps.k12.il.us</a> Applicants must possess <b>an advanced degree in psychology</b> from an accredited college or university. Applicants must also hold a valid <b>Type 73 State of Illinois School Service Personnel Certificate</b> . (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

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

**Change Schools. Change Lives. Teach Chicago Turnarounds.**

*For more information please visit*

[www.TeachChicagoTurnarounds.org](http://www.TeachChicagoTurnarounds.org)

## **How to Apply**

# SCHOOL PSYCHOLOGIST POSITION INFORMATION

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**BULLETIN No: 501**  
**DATE: JULY 22, 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)**

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## **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., 2<sup>nd</sup> 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 August 5, 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., 2<sup>nd</sup> 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

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**BULLETIN No.: 502**  
**DATE: JULY 22, 2009**

<b>Cluster/Area</b>	01/01
<b>School Name/Address</b>	<b>Chicago Academy High School – Unit #6670</b> 3400 North Austin Avenue Chicago, IL 60634 (or GSR #30)
<b>Telephone</b>	(773) 534-0146
<b>Fax</b>	(773) 534-0192
<b>Grade or Subject</b>	Various: Special Education – self contained
<b>Certificate Requirements</b>	Type 10 w/Special Education Endorsement
<b>Submit To Principal</b>	Erin Clarkin at <a href="mailto:eaclarkin@cps.edu">eaclarkin@cps.edu</a>
<b>Other information</b>	<p><b>Interested candidates may submit letter of application and resumes via email: <a href="mailto:eaclarkin@cps.edu">eaclarkin@cps.edu</a></b> (resume emailed only. Please do not mail or fax.)</p> <p><b>The subject line of the e-mail must include:</b> E-Bulletin Number of the position posting (Ex: Bulletin 501), and Title of the position.</p> <p>CAHS has a dual mission: provide students with an exceptional college preparatory education <i>and</i> train aspiring teachers to become highly effective classroom leaders. CAHS teachers will work to fulfill both components of the mission. Collaborating with staff, students, parents, and the wider community, they will create an engaging curriculum that nurtures and empowers the whole child, resulting in improved student achievement and ultimately college acceptance. Applicants should have <b>at least 3 years</b> of teaching experience. Additionally, coaching or mentoring student teachers is desirable.</p> <p>Additionally, teachers will train the next generation of Chicago’s exceptional small high school teachers. CAHS staff will develop the capacity for intensive mentoring through training in cognitive coaching, cycles of inquiry, and best practices. Working with AUSL staff, National-Louis professors, and other Academy faculty, teachers will also help design the curriculum, classroom experiences, exit outcomes, and assessments for the training program. The teachers we hire will provide supportive, yet rigorous college prep instruction. This person should have a strong background in effective instructional strategies as well as deep content knowledge. He/she must be intimately familiar with effective forms of differentiation while also aware of the skills and habits of mind necessary for students to complete college preparatory work.</p>
<b>Cluster/Area</b>	01/02
<b>School Name/Address</b>	<b>Jamieson Elementary School #4180/23931</b> 5650 N. Mozart Street Chicago, Illinois, 60659 (or GSR #32)
<b>Telephone</b>	(773) 534-2395
<b>Fax</b>	(773) 534-2579
<b>Grade or Subject</b>	K-8 Urdu
<b>Certificate Requirements</b>	Type 03 w/Bilingual (Urdu) Endorsement or Provisional Bilingual (Urdu) (Type 29) certificate in the Urdu Language.
<b>Submit To Principal</b>	Robert Baughman

**Other information**

Jamieson is still looking for a highly qualified teacher who has both an 03 teaching certificate and a bilingual certificate certified in the Urdu Language. Please email applications to [rcbaughman@cps.k12.il.us](mailto:rcbaughman@cps.k12.il.us) mail applications to the school, or drop them off. No faxes will be accepted. Please do not reapply for this position if you already have.

<b>Cluster/Area</b>	02/03
<b>School Name/Address</b>	<b>GR Clark School – Unit #22191</b> 1045 South Monitor Ave. Chicago, IL 60644 (or GSR #36)
<b>Telephone</b>	(773) 534-6225
<b>Fax</b>	
<b>Grade or Subject</b>	Intermediate Special Education
<b>Certificate Requirements</b>	Type 10 w/Special Education (Reading, Mathematics or Science) Endorsement
<b>Submit To Principal</b>	Dr. Felicia Stewart
<b>Other information</b>	<p><b>Interested candidates may submit letter of application and resumes via email: <a href="mailto:fstewart@cps.k12.il.us">fstewart@cps.k12.il.us</a></b></p> <p><b>The subject line of the e-mail must include:</b> E-Bulletin Number of the position posting (Ex: Bulletin 501), and Title of the position. Do not fax, please.</p> <p>This is an anticipated special education teacher position for intermediate grades starting August 10, 2009.</p> <ul style="list-style-type: none"> <li>• Applicant must hold a Type 10 certificate issued by ISBE. Additional endorsement in Reading, Math or Science is highly preferred.</li> <li>• Applicant should have knowledge of various areas of disability.</li> <li>• Applicant should have outstanding classroom management and interpersonal skills.</li> <li>• Establish and maintain appositive an inviting classroom environment that is conducive to effective learning and teaching</li> <li>• Be able to modify and integrate lessons</li> <li>• Participate in special school activities/events that may extend beyond the school day</li> <li>• Understanding federal, state and local mandates and initiatives.</li> <li>• Experience/ knowledge with electronic IEPs.</li> <li>• Possess excellent critical thinking and analytical skills</li> <li>• Ability to work in an inclusive setting</li> <li>• Effective instructional strategies</li> <li>• Ability to read, understand and analyze data</li> <li>• Good classroom management skills</li> <li>• Proficient in decision making</li> <li>• Understand that high expectations and rigor are the norm not the exception</li> <li>• Ability to work with children of diverse backgrounds, cultures and abilities</li> <li>• Experience with reading strategies, CMSI and writing</li> <li>• Ability to apply Bloom’s taxonomy in every day learning</li> <li>• Have a belief and commitment to educating all children.</li> <li>• Outstanding attendance and punctuality</li> <li>• Knowledge and experience with curriculum mapping</li> <li>• Have patience, understanding</li> <li>• Ability to work with a team</li> </ul>

<b>Cluster/Area</b>	02/06
<b>School Name/Address</b>	<b>Prescott School - Unit #5500</b> 1632 W. Wrightwood Chicago, IL 60614 (or GSR #35)

**Telephone** (773) 534-5505  
**Fax**  
**Grade or Subject** English as a Second Language/Bilingual-Spanish  
**Certificate Requirements** Type 03 with English as a Second Language and Bilingual-Spanish Endorsements  
**Submit To Principal** Mr. Erin Roche email: [eroche@cps.k12.il.us](mailto:eroche@cps.k12.il.us)  
**Other information** **Note: The state requires this position's teacher to have an ESL ENDORSEMENT and a BILINGUAL-SPANISH ENDORSEMENT. Please make it clear that you have both endorsements your resume and cover letter. Candidates without BOTH endorsements will not be considered.**  
 Prescott Magnet Cluster School seeks an excellent ESL/Bilingual-Spanish 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:**

- 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)
- Evidence of your instruction's outstanding added value to all students' learning.

**Knowledge of curriculum, assessment, and instruction:**

- Expertise in Balanced Literacy framework including Being a Writer, Making Meaning, Centers, and Guided Reading; also in the Jr. Great Books literature program
- Expertise in instructional and assessment adjustments for English Language Learners.
- Experience with various forms of assessment, and the ability to interpret data.
- Ability to adjust teaching based on data from formative and summative assessments.

**Professional growth and contribution:**

- Demonstrated ability to receive coaching and support as you improve instructional strategies.
- Collaboration with colleagues, Grade Level Teams, and administration.
- 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 parent workshops & outreach.
- Experience with NABE programs and expectations

 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](mailto: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.

<b>Cluster/Area</b>	02/04
<b>School Name/Address</b>	<b>Jorge Prieto Math and Science Academy (Opening Fall '09)</b> Unit #22581 2231 North Central Chicago, IL 60639 (or GSR #29)
<b>Telephone</b>	773-535-5820
<b>Fax</b>	773-535-5890
<b>Grade or Subject</b>	7 <sup>th</sup> /8 <sup>th</sup> Science

**Certificate Requirements  
Submit To Principal  
Other information**

Type 03 or 09 w/General Science or Biology and/or Physics Endorsement  
 Mariel Laureano email: [mnlaureano@cps.k12.il.us](mailto:mnlaureano@cps.k12.il.us)  
 7<sup>th</sup> &th/8<sup>th</sup> grade teacher – Type 03 or 09. MUST have endorsement in subject area (General Science or specific branch of science – Biology, Physics, etc...)

**The school is under construction; therefore all correspondence is through the Area 4 Office, 1900 N. Austin #301, Chicago, IL 60639 attention Mariel Laureano, Principal and Amber Richard, Assistant Principal.**

**Candidate must also:**

- Have a belief, passion and firm commitment to educate ALL students;
- Set challenging goals for students, while utilizing learning standards, technology and best practices to meet the needs of all types of learners despite barriers and circumstances;
- Demonstrate proficiency in making data-driven pedagogical decisions, i.e., ability to analyze, interpret and report student data;
- Excel in their ability to relate science content to middle school students.
- Utilize laboratory equipment to its greatest potential.
- Set high expectations for self and reflect on practices to improve teaching craft;
- Have excellent organizational skills including: classroom management, documentation, and communication (written, verbal and listening);
- Experience, ability and/or willingness to participate in collaborative instructional planning and professional development with colleagues;
- Collaborate and have a professional disposition when working with students, teachers, parents and administrators;
- Be able to submit and implement administrative requests in a timely manner;
- Be willing to participate in required trainings and activities after school and/or on weekends;
- Have outstanding attendance and punctuality.
- Special consideration will be given to applicants available to teach Latin, Yoga, or Dance during after school hours for community growth.
- Please submit detailed resume and cover letter by July 31, 2009.

<b>Cluster/Area</b>	03/09
<b>School Name/Address</b>	<b>Holden Elementary School - Unit #4020</b> 1104 W. 31 <sup>st</sup> Street Chicago, IL 60608 (or GSR #40)
<b>Telephone</b>	(773) 535-7200
<b>Fax</b>	(773) 535-7113
<b>Grade or Subject</b>	Cantonese Resource
<b>Certificate Requirements</b>	Type 3 (K-9) certificate and Cantonese Bilingual Endorsement
<b>Submit To Principal</b>	Andrew Wawrzyniak
<b>Other information</b>	All candidates must have Cantonese bilingual endorsement and must make the commitment to complete necessary professional development regarding the school's adoption of new reading series (SCRMA) which includes but not limited to three days of summer training. Teachers will be paid in accordance with the Chicago Teachers' Union collective bargaining agreement for professional development.

<b>Cluster/Area</b>	03/08
<b>School Name/Address</b>	Kellman School – Unit #3410 751 South Sacramento Blvd Chicago, Illinois 60612 (or GSR #37)
<b>Telephone</b>	773.534.6602
<b>Fax</b>	773.534.6601
<b>Grade or Subject</b>	5th - 8th Mathematics
<b>Certificate Requirements</b>	Type 03 (K-9) w/Middle School Endorsement and Mathematics Endorsement
<b>Submit To Principal</b>	Brenda Browder
<b>Other information</b>	Looking for immediate hire. Applicant must be available beginning August 5th, since Kellman is a Track E school. Experience or familiarity with Connected Math and/or Math Trailblazers is a plus but not necessary. Kellman is a dual focus Magnet Cluster School: World Language and Technology. Experience and/or knowledge of technology and/or foreign language/cultural integration is a plus.

<b>Cluster/Area</b>	04/10
<b>School Name/Address</b>	<b>Brighton Park School – Unit #7470</b> 3825 South Washtenaw Chicago, IL. 60632 (or GSR #40)
<b>Telephone</b>	(773) 535-7237
<b>Fax</b>	(773) 535-7198
<b>Grade or Subject</b>	Elementary (K-8 <sup>th</sup> )
<b>Certificate Requirements</b>	Type 03 w/Bilingual Endorsement
<b>Submit To Principal</b>	Dr. Glenda Johnson
<b>Other information</b>	

<b>Cluster/Area</b>	04/25
<b>School Name/Address</b>	<b>Infinity Math, Science, &amp; Technology High School – Unit 7680</b> 3120 S. Kostner Chicago, IL 60623 (or GSR #37)
<b>Telephone</b>	(773) 535-4225
<b>Fax</b>	(773) 535-4780
<b>Grade or Subject</b>	Social Science
<b>Certificate Requirements</b>	Type 09, Social Science Certification w/English as a Second Language or Bilingual Endorsement
<b>Submit To Principal</b>	Patricia Barrera - Brekke
<b>Other information</b>	Candidates interested in applying for a teaching position at NMSH must: <ul style="list-style-type: none"> <li>▪ Posses a sincere desire to work in the Little Village / Greater Lawndale community</li> <li>▪ Model and hold students to high academic and social standards</li> <li>▪ Discipline with respect and fairness, and have excellent classroom management skills</li> <li>▪ Be willing to work in and effectively contribute to grade level and department teams by bringing innovative ideas to advance student achievement</li> <li>▪ Create a vertical and horizontal curriculum that is aligned to the College Readiness Standards, and that encourages student discourse, inquiry, and reflection</li> <li>▪ Use a variety of resources and instructional strategies to promote student learning, including, but not limited to, technology integration</li> <li>▪ Use data to drive instructional practices</li> <li>▪ Collaborate with grade level team members to maintain open, consistent communication with parents</li> <li>▪ Be available to participate in summer professional development</li> </ul>

(cont...)

**Other information**

Mail or email ([pbbrekke@cps.k12.il.us](mailto:pbbrekke@cps.k12.il.us)) a letter of interest along with a resume that outlines experiences and accomplishments related to the position. Faxed resumes and phone calls will not be accepted.

<b>Cluster/Area</b>	04/25
<b>School Name/Address</b>	<b>Infinity Math, Science, &amp; Technology High School – Unit 7680</b> 3120 S. Kostner Chicago, IL 60623 (or GSR #37)
<b>Telephone</b>	(773) 535-4225
<b>Fax</b>	(773) 535-4780
<b>Grade or Subject</b>	English and Reading
<b>Certificate Requirements</b>	Type 09, English Certification w/Reading Endorsement
<b>Submit To Principal</b>	Patricia Barrera - Brekke
<b>Other information</b>	<p>Candidates interested in applying for a teaching position at NMSH must:</p> <ul style="list-style-type: none"> <li>▪ Posses a sincere desire to work in the Little Village / Greater Lawndale community</li> <li>▪ Model and hold students to high academic and social standards</li> <li>▪ Discipline with respect and fairness, and have excellent classroom management skills</li> <li>▪ Be willing to work in and effectively contribute to grade level and department teams by bringing innovative ideas to advance student achievement</li> <li>▪ Create a vertical and horizontal curriculum that is aligned to the College Readiness Standards, and that encourages student discourse, inquiry, and reflection</li> <li>▪ Use a variety of resources and instructional strategies to promote student learning, including, but not limited to, technology integration</li> <li>▪ Use data to drive instructional practices</li> <li>▪ Collaborate with grade level team members to maintain open, consistent communication with parents</li> <li>▪ Be available to participate in summer professional development</li> </ul> <p>Mail or email (<a href="mailto:pbbrekke@cps.k12.il.us">pbbrekke@cps.k12.il.us</a>) a letter of interest along with a resume that outlines experiences and accomplishments related to the position. Faxed resumes and phone calls will not be accepted.</p>

<b>Cluster/Area</b>	04/25
<b>School Name/Address</b>	<b>Infinity Math, Science, &amp; Technology High School – Unit 7680</b> 3120 S. Kostner Chicago, IL 60623 (or GSR #37)
<b>Telephone</b>	(773) 535-4225
<b>Fax</b>	(773) 535-4780
<b>Grade or Subject</b>	English and Social Science
<b>Certificate Requirements</b>	Type 09 w/English and Social Science Certification Endorsements
<b>Submit To Principal</b>	Patricia Barrera - Brekke
<b>Other information</b>	<p>Candidates interested in applying for a teaching position at NMSH must:</p> <ul style="list-style-type: none"> <li>▪ Posses a sincere desire to work in the Little Village / Greater Lawndale community</li> <li>▪ Model and hold students to high academic and social standards</li> <li>▪ Discipline with respect and fairness, and have excellent classroom management skills</li> <li>▪ Be willing to work in and effectively contribute to grade level and department teams by bringing innovative ideas to advance student achievement</li> <li>▪ Create a vertical and horizontal curriculum that is aligned to the College Readiness Standards, and that encourages student discourse, inquiry, and reflection</li> </ul> <p>(cont...)</p>

## Other information

- Use a variety of resources and instructional strategies to promote student learning, including, but not limited to, technology integration
- Use data to drive instructional practices
- Collaborate with grade level team members to maintain open, consistent communication with parents
- Be available to participate in summer professional development

Mail or email ([pbbrekke@cps.k12.il.us](mailto:pbbrekke@cps.k12.il.us)) a letter of interest along with a resume that outlines experiences and accomplishments related to the position. Faxed resumes and phone calls will not be accepted.

## Cluster/Area

04/12

## School Name/Address

**Sir Miles Davis Magnet Academy - Unit # 7000**

6740 S. Paulina Street

Chicago, Illinois 60636 (or GSR #43)

## Telephone

(773) 535-9120

## Fax

(773) 535-9129

## Grade or Subject

Language Arts, 6<sup>th</sup>-8<sup>th</sup>

**ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENTS IN SUBMITTING APPLICATION FOR POSITION. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET COMMITMENTS SHOULD NOT APPLY:**

- Commitment to complete 90 hours of training ***annually*** in Engineering for two years and as required in subsequent years. Training will be outside of school hours, sometimes on weekends and possibly during summer months and may involve travel to training programs. (Training is considered voluntary upon application and when required teachers will be paid their non-instructional rate of pay for that training).
- Commitment to participate in other training and professional development annually.
- Commitment to participate and sponsor after-school activities. Successful candidates must demonstrate that they are willing to become full members of school community and that they will sponsor and participate in after-school activities involving students, parents, colleagues and/or community stakeholders.

**\*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.*

## Certificate Requirements

Type 03 with Language Arts Endorsement

**APPLICANTS WITH THE FOLLOWING QUALIFICATIONS, ABILITIES, PROFICIENCIES, SKILLS AND EXPERIENCE ARE PREFERRED\*:**

- National Board Certification.
- Golden Apple Award recipients.
- Three years teaching experience.
- Knowledge and experience in curriculum mapping.
- Experience teaching gifted and talented students.
- Middle grade endorsement on teaching certificate, as appropriate to the position.
- ISBE-issued Science or Math endorsements as appropriate to the position.
- Tenure status within Chicago Public Schools provided ability and qualifications are equal to those of other candidates.

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

Candidates who fill the proposed positions will initially be placed in Engineering teacher-in-training positions with a unique program number and will remain in those positions until two years of Engineering training is completed. Upon successful completion of the two year Engineering training, teachers will be placed in Engineering Teaching positions with a unique program number.

(cont...)

## Certificate Requirements

A commitment to successfully and timely complete the initial Engineering training; a commitment to on-going training and/or professional development activities beyond the initial training; and sponsorship of after-school activities are continuing conditions of employment for these positions.

## Submit To Principal

**Cheryl Armstrong-Belt**

**ALL APPLICANTS MUST COMPLETE ALL ELEMENTS OF THE APPLICATION PROCESS. CANDIDATES WHO FAIL TO DO SO WILL NOT BE CONSIDERED.**

Letter of interest and intent. Candidates must submit a letter of interest and intent that includes:

- Acknowledgement of and candidate's commitment to the conditions for position.
- A detailed description of the candidate's interest in integrating an international perspective into their teaching
- A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences.
- A detailed description of any preferred qualifications that the candidate possesses.

Evidence that candidate possesses all mandatory minimum qualifications.

Interview by Search Team.

Consent to classroom observation (observations are at discretion of the Search Team)

Lesson modeling to Search Team (lesson modeling is at discretion of the Search Team)

Resume to include name and contact

At least 3 references from persons with knowledge of candidate's teaching and instructional abilities and other skills, proficiencies and experience.

**Letter of intent must contain original signature. Facsimile copies will not be accepted.**

## Other information

**Training begins Summer 2009 for teachers selected.** Applicants must possess unique qualifications, interests, proficiencies, skills and abilities to be considered for the positions. Teachers must commit to training that will occur outside the regular school day and school calendar.

**SUCCESSFUL CANDIDATES MUST DEMONSTRATE THE FOLLOWING MINIMUM INTERESTS, SKILLS, ABILITIES, PROFICIENCIES AND/OR EXPERIENCES:**

- Demonstrated sustained interest in integrating math, science and engineering principles into 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 classroom.
- Demonstrated proficiency in: word processing, spreadsheet and presentation software applications (e.g., MS Word, Excel and MS PowerPoint); in use of internet and electronic mail etc.; in school-related software applications (e.g., IMPACT etc.); and, in integrating technology in instruction.
- Demonstrated ability and/or experience in diversifying instructional strategies to meet the needs of all students.
- Demonstrated knowledge and/or ability to employ a variety of assessment tools to inform instruction.
- 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. (cont...)

**Other information**

- Demonstrated ability to work collaboratively in, and with, a diverse school community including parents, guardians and other community stakeholders, in providing top quality 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.
- Demonstrated excellence in oral and written communication.
- Demonstrated excellence in interpersonal skills.

<b>Cluster/Area</b>	04/12
<b>School Name/Address</b>	<b>Sir Miles Davis Magnet Academy - Unit # 7000</b> 6740 S. Paulina Street Chicago, Illinois 60636 (or GSR #43)
<b>Telephone</b>	(773) 535-9120
<b>Fax</b>	(773) 535-9129
<b>Grade or Subject</b>	<b>Visual Arts Teacher</b> <b><u>ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENTS IN SUBMITTING APPLICATION FOR POSITION. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET COMMITMENTS SHOULD NOT APPLY:</u></b> <ul style="list-style-type: none"><li>• Commitment to complete 90 hours of training <i>annually</i> in Engineering for two years and as required in subsequent years. Training will be outside of school hours, sometimes on weekends and possibly during summer months and may involve travel to training programs. (Training is considered voluntary upon application and when required teachers will be paid their non-instructional rate of pay for that training).</li><li>• Commitment to participate in other training and professional development annually.</li><li>• Commitment to participate and sponsor after-school activities. Successful candidates must demonstrate that they are willing to become full members of school community and that they will sponsor and participate in after-school activities involving students, parents, colleagues and/or community stakeholders.</li></ul> <p><b>*Note:</b> <i>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>
<b>Certificate Requirements</b>	<b>Type 03 with Art Endorsement</b> <b>APPLICANTS WITH THE FOLLOWING QUALIFICATIONS, ABILITIES, PROFICIENCIES, SKILLS AND EXPERIENCE ARE PREFERRED*:</b> <ul style="list-style-type: none"><li>• National Board Certification.</li><li>• Golden Apple Award recipients.</li><li>• Three years teaching experience.</li><li>• Knowledge and experience in curriculum mapping.</li><li>• Experience teaching gifted and talented students.</li><li>• Middle grade endorsement on teaching certificate, as appropriate to the position.</li><li>• ISBE-issued Science or Math endorsements as appropriate to the position.</li><li>• Tenure status within Chicago Public Schools provided ability and qualifications are equal to those of other candidates.</li></ul> <p><b>(*Note:</b> <i>Possession of preferred qualifications does not guarantee selection.</i>) Candidates who fill the proposed positions will initially be placed in Engineering teacher-in-training positions with a unique program number and will remain in those positions until two years of Engineering training is completed. Upon successful completion of the two year Engineering training, teachers will be (cont...)</p>

## Certificate Requirements

placed in Engineering Teaching positions with a unique program number. A commitment to successfully and timely complete the initial Engineering training; a commitment to on-going training and/or professional development activities beyond the initial training; and sponsorship of after-school activities are continuing conditions of employment for these positions.

## Submit To Principal

**Cheryl Armstrong-Belt**

**ALL APPLICANTS MUST COMPLETE ALL ELEMENTS OF THE APPLICATION PROCESS. CANDIDATES WHO FAIL TO DO SO WILL NOT BE CONSIDERED.**

Letter of interest and intent. Candidates must submit a letter of interest and intent that includes:

- Acknowledgement of and candidate's commitment to the conditions for position.
- A detailed description of the candidate's interest in integrating an international perspective into their teaching
- A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences.
- A detailed description of any preferred qualifications that the candidate possesses.

Evidence that candidate possesses all mandatory minimum qualifications.

Interview by Search Team.

Consent to classroom observation (observations are at discretion of the Search Team)

Lesson modeling to Search Team (lesson modeling is at discretion of the Search Team)

Resume to include name and contact

At least 3 references from persons with knowledge of candidate's teaching and instructional abilities and other skills, proficiencies and experience.

**Letter of intent must contain original signature. Facsimile copies will not be accepted.**

## Other information

**Training begins Summer 2009 for teachers selected.** Applicants must possess unique qualifications, interests, proficiencies, skills and abilities to be considered for the positions. Teachers must commit to training that will occur outside the regular school day and school calendar.

**SUCCESSFUL CANDIDATES MUST DEMONSTRATE THE FOLLOWING MINIMUM INTERESTS, SKILLS, ABILITIES, PROFICIENCIES AND/OR EXPERIENCES:**

- Demonstrated sustained interest in integrating math, science and engineering principles into 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 classroom.
- Demonstrated proficiency in: word processing, spreadsheet and presentation software applications (e.g., MS Word, Excel and MS PowerPoint); in use of internet and electronic mail etc.; in school-related software applications (e.g., IMPACT etc.); and, in integrating technology in instruction.
- Demonstrated ability and/or experience in diversifying instructional strategies to meet the needs of all students.
- Demonstrated knowledge and/or ability to employ a variety of assessment tools to inform instruction.
- Demonstrated proficiency in making data-driven pedagogical decisions, i.e., ability to conduct data analysis with respect to student performance and make modifications, adjustments or changes to instruction, curriculum and teaching techniques based on data analysis.

(cont...)

## Other information

- Experience, ability and/or willingness to participate in collaborative instructional planning and development with professional colleagues, i.e., candidates must make a commitment to, and demonstrate ability to, work collaboratively with colleagues on instructional and curricular issues, including the creation of curriculum units.
- Demonstrated ability to work collaboratively in, and with, a diverse school community including parents, guardians and other community stakeholders, in providing top quality 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.
- Demonstrated excellence in oral and written communication.
- Demonstrated excellence in interpersonal skills.

### Cluster/Area

04/12

### School Name/Address

**Sir Miles Davis Magnet Academy - Unit # 7000**

6740 S. Paulina Street

Chicago, Illinois 60636 (or GSR #43)

### Telephone

(773) 535-9120

### Fax

(773) 535-9129

### Grade or Subject

**Science Coordinator**

Candidate must possess:

1. Demonstrated ability to provide collaborative leadership to all staff for implementing curriculum and instructional strategies that achieve equity and excellence for all students
2. Demonstrated ability to model and co-teach lessons to ensure that teachers are implementing engineering program effectively.
3. Demonstrated ability to act in an instructional leadership role.
4. Demonstrated ability to assist teachers in mastering content and pedagogical skill in science.
5. Science endorsement.
6. Administrative and/or teacher training experience.

**ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENTS IN SUBMITTING APPLICATION FOR POSITION. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET COMMITMENTS SHOULD NOT APPLY:**

- Commitment to complete 90 hours of training ***annually*** in Engineering for two years and as required in subsequent years. Training will be outside of school hours, sometimes on weekends and possibly during summer months and may involve travel to training programs. (Training is considered voluntary upon application and when required teachers will be paid their non-instructional rate of pay for that training).
- Commitment to participate in other training and professional development annually.
- Commitment to participate and sponsor after-school activities. Successful candidates must demonstrate that they are willing to become full members of school community and that they will sponsor and participate in after-school activities involving students, parents, colleagues and/or community stakeholders.

**\*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.*

## Certificate Requirements

### Type 03

#### **APPLICANTS WITH THE FOLLOWING QUALIFICATIONS, ABILITIES, PROFICIENCIES, SKILLS AND EXPERIENCE ARE PREFERRED\*:**

- National Board Certification.
- Golden Apple Award recipients.
- Three years teaching experience.
- Knowledge and experience in curriculum mapping.
- Experience teaching gifted and talented students.
- Middle grade endorsement on teaching certificate, as appropriate to the position.
- ISBE-issued Science or Math endorsements as appropriate to the position.
- Tenure status within Chicago Public Schools provided ability and qualifications are equal to those of other candidates.

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

Candidates who fill the proposed positions will initially be placed in Engineering teacher-in-training positions with a unique program number and will remain in those positions until two years of Engineering training is completed. Upon successful completion of the two year Engineering training, teachers will be placed in Engineering Teaching positions with a unique program number. A commitment to successfully and timely complete the initial Engineering training; a commitment to on-going training and/or professional development activities beyond the initial training; and sponsorship of after-school activities are continuing conditions of employment for these positions.

## Submit To Principal

**Cheryl Armstrong-Belt**

#### **ALL APPLICANTS MUST COMPLETE ALL ELEMENTS OF THE APPLICATION PROCESS. CANDIDATES WHO FAIL TO DO SO WILL NOT BE CONSIDERED.**

Letter of interest and intent. Candidates must submit a letter of interest and intent that includes:

- Acknowledgement of and candidate's commitment to the conditions for position.
- A detailed description of the candidate's interest in integrating an international perspective into their teaching
- A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences.
- A detailed description of any preferred qualifications that the candidate possesses.

Evidence that candidate possesses all mandatory minimum qualifications.

Interview by Search Team.

Consent to classroom observation (observations are at discretion of the Search Team)

Lesson modeling to Search Team (lesson modeling is at discretion of the Search Team)

Resume to include name and contact

At least 3 references from persons with knowledge of candidate's teaching and instructional abilities and other skills, proficiencies and experience.

**Letter of intent must contain original signature. Facsimile copies will not be accepted.**

## Other information

**Training begins Summer 2009 for teachers selected.** Applicants must possess unique qualifications, interests, proficiencies, skills and abilities to be considered for the positions. Teachers must commit to training that will occur outside the regular school day and school calendar.

#### **SUCCESSFUL CANDIDATES MUST DEMONSTRATE THE FOLLOWING MINIMUM INTERESTS, SKILLS, ABILITIES, PROFICIENCIES AND/OR EXPERIENCES:**

- Demonstrated sustained interest in integrating math, science and engineering principles into instruction.

(cont...)

## Other information

- 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 classroom.
- Demonstrated proficiency in: word processing, spreadsheet and presentation software applications (e.g., MS Word, Excel and MS PowerPoint); in use of internet and electronic mail etc.; in school-related software applications (e.g., IMPACT etc.); and, in integrating technology in instruction.
- Demonstrated ability and/or experience in diversifying instructional strategies to meet the needs of all students.
- Demonstrated knowledge and/or ability to employ a variety of assessment tools to inform instruction.
- 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 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.
- Demonstrated excellence in oral and written communication.
- Demonstrated excellence in interpersonal skills.

**Cluster/Area** 04/12

**School Name/Address** Sir Miles Davis Magnet Academy - Unit # 7000

6740 S. Paulina Street

Chicago, Illinois 60636 (or GSR #43)

**Telephone** (773) 535-9120

**Fax** (773) 535-9129

**Grade or Subject** Special Education Teachers (3)

**ALL APPLICANTS MAKE THE FOLLOWING BINDING COMMITMENTS IN SUBMITTING APPLICATION FOR POSITION. PROSPECTIVE APPLICANTS WHO ARE UNABLE OR UNWILLING TO MEET COMMITMENTS SHOULD NOT APPLY:**

- Commitment to complete 90 hours of training ***annually*** in Engineering for two years and as required in subsequent years. Training will be outside of school hours, sometimes on weekends and possibly during summer months and may involve travel to training programs. (Training is considered voluntary upon application and when required teachers will be paid their non-instructional rate of pay for that training).
- Commitment to participate in other training and professional development annually.
- Commitment to participate and sponsor after-school activities. Successful candidates must demonstrate that they are willing to become full members of school community and that they will sponsor and participate in after-school activities involving students, parents, colleagues and/or community stakeholders.

(cont...)

<b>Grade or Subject</b>	<p><b>*Note:</b> <i>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>
<b>Certificate Requirements</b>	<p>Type 10 or Type 03</p> <p><b>APPLICANTS WITH THE FOLLOWING QUALIFICATIONS, ABILITIES, PROFICIENCIES, SKILLS AND EXPERIENCE ARE PREFERRED*:</b></p> <ul style="list-style-type: none"> <li>• National Board Certification.</li> <li>• Golden Apple Award recipients.</li> <li>• Three years teaching experience.</li> <li>• Knowledge and experience in curriculum mapping.</li> <li>• Experience teaching gifted and talented students.</li> <li>• Middle grade endorsement on teaching certificate, as appropriate to the position.</li> <li>• ISBE-issued Science or Math endorsements as appropriate to the position.</li> <li>• Tenure status within Chicago Public Schools provided ability and qualifications are equal to those of other candidates.</li> </ul> <p><b>(*Note:</b> <i>Possession of preferred qualifications does not guarantee selection.</i>) Candidates who fill the proposed positions will initially be placed in Engineering teacher-in-training positions with a unique program number and will remain in those positions until two years of Engineering training is completed. Upon successful completion of the two year Engineering training, teachers will be placed in Engineering Teaching positions with a unique program number. A commitment to successfully and timely complete the initial Engineering training; a commitment to on-going training and/or professional development activities beyond the initial training; and sponsorship of after-school activities are continuing conditions of employment for these positions.</p>
<b>Submit To Principal</b>	<p>Cheryl Armstrong-Belt</p> <p><b>ALL APPLICANTS MUST COMPLETE ALL ELEMENTS OF THE APPLICATION PROCESS. CANDIDATES WHO FAIL TO DO SO WILL NOT BE CONSIDERED.</b></p> <p>Letter of interest and intent. Candidates must submit a letter of interest and intent that includes:</p> <ul style="list-style-type: none"> <li>• Acknowledgement of and candidate's commitment to the conditions for position.</li> <li>• A detailed description of the candidate's interest in integrating an international perspective into their teaching</li> <li>• A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences.</li> <li>• A detailed description of any preferred qualifications that the candidate possesses.</li> </ul> <p>Evidence that candidate possesses all mandatory minimum qualifications. Interview by Search Team. Consent to classroom observation (observations are at discretion of the Search Team) Lesson modeling to Search Team (lesson modeling is at discretion of the Search Team) Resume to include name and contact At least 3 references from persons with knowledge of candidate's teaching and instructional abilities and other skills, proficiencies and experience.</p> <p><b>Letter of intent must contain original signature. Facsimile copies will not be accepted.</b></p>
<b>Other information</b>	<p><b>Training begins Summer 2009 for teachers selected.</b> Applicants must possess unique qualifications, interests, proficiencies, skills and abilities to be considered for the positions. Teachers must commit to training that will occur outside the regular school day and school calendar.</p> <p>(cont...)</p>

**Other information**

**SUCCESSFUL CANDIDATES MUST DEMONSTRATE THE FOLLOWING MINIMUM INTERESTS, SKILLS, ABILITIES, PROFICIENCIES AND/OR EXPERIENCES:**

- Demonstrated sustained interest in integrating math, science and engineering principles into 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 classroom.
- Demonstrated proficiency in: word processing, spreadsheet and presentation software applications (e.g., MS Word, Excel and MS PowerPoint); in use of internet and electronic mail etc.; in school-related software applications (e.g., IMPACT etc.); and, in integrating technology in instruction.
- Demonstrated ability and/or experience in diversifying instructional strategies to meet the needs of all students.
- Demonstrated knowledge and/or ability to employ a variety of assessment tools to inform instruction.
- 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 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.
- Demonstrated excellence in oral and written communication.
- Demonstrated excellence in interpersonal skills.

<b>Cluster/Area</b>	<b>05/11</b>
<b>School Name/Address</b>	<b>Irene C. Hernández Middle School</b> for the Advancement of the Sciences - Unit #22441 3510 West 55 <sup>th</sup> Street Chicago, IL 60632 (or GSR # 44)
<b>Telephone</b>	(773) 535-8850
<b>Fax</b>	(773) 535-8851
<b>Grade or Subject</b>	Special Education 6 <sup>th</sup> -8 <sup>th</sup> Grade
<b>Certificate Requirements</b>	Type 10 w/Special Education and Bilingual Endorsement (Spanish)
<b>Submit To Principal</b>	Minerva Garcia-Sanchez
<b>Other information</b>	Irene C. Hernández Middle School is a full inclusion school; therefore, the ideal candidate will be engaged in collaborating, co-teaching/team-teaching, and co-planning in the general education setting. Special Education teachers working at Hernández Middle School should demonstrate knowledge of Least Restrictive Environment, Differentiated Instruction techniques, and Writing Workshop using Units of Study to support writing instruction. Professional responsibilities include: <ul style="list-style-type: none"><li>• Maintaining accurate and complete student records, preparing reports on children and activities, as required by laws, district policies, and administrative regulations. (cont...)</li></ul>

**Other information**

- Preparing materials and classrooms for class activities.
- Conferring with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development.
- Planning and conducting activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Teaching personal development skills such as goal setting, independence, and self-advocacy.
- Establishing clear objectives for all lessons, units, and projects, and communicating those objectives to students.
- Developing and implementing strategies to meet the needs of students based on their IEP goals.
- Accommodating and modifying the general education curriculum for special-needs students, based upon a variety of instructional techniques and technologies.
- Meeting with other professionals to discuss individual students' needs and progress.
- Conferring and collaborating with other staff members regularly to plan lessons promoting learning, following approved curricula.
- Providing assistive devices, supportive technology, and assistance accessing facilities such as restrooms.

<b>Cluster/Area</b>	06/24
<b>School Name/Address</b>	<b>Bogan High School – Unit #46041</b> 3939 West 79 <sup>th</sup> Chicago, IL 60652 (or GSR #44)
<b>Telephone</b>	(773) 535-2180
<b>Fax</b>	(773) 535-2165
<b>Grade or Subject</b>	Autism-High School
<b>Certificate Requirements</b>	Type 10 w/Special Education Endorsement
<b>Submit To Principal</b>	Kenneth E. McNeal
<b>Other information</b>	This is an anticipated vacancy. Bogan High School is seeking a candidate who is energetic and motivated. <ul style="list-style-type: none"> <li>• Must possess strong interpersonal skills and be able to work collaboratively with a diverse staff, student, and parent population.</li> <li>• Must possess effective classroom management skills and excellent communication skills.</li> </ul>

<b>Cluster/Area</b>	06/17
<b>School Name/Address</b>	<b>Caldwell Academy – Unit #2580</b> 8546 S. Cregier Avenue Chicago, IL 60617 (or GSR #47)
<b>Telephone</b>	(773) 535-6300
<b>Fax</b>	(773) 535-6611
<b>Grade or Subject</b>	Half Time (.5) Music
<b>Certificate Requirements</b>	Type 03 w/Music Endorsement, Music Degree
<b>Submit To Principal</b>	Dr. Charles L. Slaughter
<b>Other information</b>	Strong classroom management skills. Must be punctual, (attendance must be above 95%) dependable with excellent work ethics. A team player.

<b>Cluster/Area</b>	06/18
<b>School Name/Address</b>	<b>Clay Elementary School – Unit #2790</b> 13231 S Burley Avenue Chicago, Il 60633 (or GSR #47)
<b>Telephone</b>	(773) 535-5605
<b>Fax</b>	(773) 535-5606
<b>Grade or Subject</b>	Bilingual Coordinator
<b>Certificate Requirements</b>	Type 3 w/Bilingual certificate/English as a Second Language (ESL) Endorsement
<b>Submit To Principal</b>	Chris Pagnucco
<b>Other information</b>	Should be able to: <ul style="list-style-type: none"> <li>• coordinate initial screenings and annual assessments of students with a non-English background</li> <li>• Coordinate the placement and data collection of ELL's</li> <li>• Facilitate and oversee the implementation of the Bilingual Advisory Committee (BAC)</li> <li>• Input and manipulate data on SIM-IMPACT</li> <li>• Maintain appropriate documentation for all compliance visits</li> <li>• Submit all forms requested by OLCE in a timely manner</li> <li>• Demonstrate strong organizational skills</li> <li>• Assist the Principal and teachers and act as a resource on all issues pertaining to Bilingual Education</li> <li>• ACCESS trained and certified preferred</li> <li>• Familiarization with the Kdg MODEL screener preferred</li> </ul>

<b>Cluster/Area</b>	06/18
<b>School Name/Address</b>	<b>Clay Elementary School – Unit #2790</b> 13231 S Burley Avenue Chicago, Il 60633 (or GSR #47)
<b>Telephone</b>	(773) 535-5605
<b>Fax</b>	(773) 535-5606
<b>Grade or Subject</b>	<b>K-3Bilingual</b>
<b>Certificate Requirements</b>	Type 03 w/Bilingual Spanish Endorsement or Transitional Bilingual Spanish
<b>Submit To Principal</b>	Chris Pagnucco
<b>Other information</b>	Bilingual/English as a Second Language (ESL) Endorsement preferred.

<b>Cluster/Area</b>	
<b>School</b>	CPS Turnaround High School Fenger High School 11220 South Wallace Street Chicago, IL 60628
<b>Mandatory Application Elements and Process</b>	<ol style="list-style-type: none"> <li>1. Candidates must submit a letter of interest and intent that includes: <ul style="list-style-type: none"> <li>• Acknowledgement of and candidate's agreement to meet the commitments and conditions for position.</li> <li>• A detailed description of how candidate meets each of the mandatory minimum qualifications, abilities, proficiencies and experiences and description of any preferred qualifications.</li> </ul> </li> <li>2. Evidence that candidate possesses all mandatory minimum qualifications.</li> <li>3. Lesson modeling, on-site selection activities, interview by school-based hiring team, and consent to classroom observation.</li> <li>4. At least 3 references from persons with knowledge of candidate's teaching and instructional abilities and other skills, proficiencies and experience.</li> </ol>

## 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

**Fenger High School is seeking a highly qualified candidate to serve in the following role:**

- **Special Education Department Chair**

**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.

## Certificate Requirements

Type 09, 10, or alternative certification issued by the ISBE with content area endorsements appropriate for the position. **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.

(cont...)

**Mandatory Minimum Skills, Abilities, Proficiencies and Experiences**

- Model excellent teaching and be willing to let others observe one’s own teaching.
- Fully participate in the Instructional Leadership Team model
- Facilitate focused, data-centered, healthy and effective common planning meetings.

**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.
- Have 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.)

**Additional Information Available**

Qualified applicants can submit resumes via email to [Turnarounds@cps.k12.il.us](mailto: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**.

**Change Schools. Change Lives. Teach Chicago Turnarounds.**

*For more information please visit:*

[www.TeachChicagoTurnarounds.org](http://www.TeachChicagoTurnarounds.org)

**Cluster/Area**

**School**

CPS Turnaround High School  
**Harper High School**  
 6520 S Wood St  
 Chicago, IL 60636-3098

**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 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.

(cont...)

## Mandatory Commitments

- 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

**Harper High School is seeking a highly qualified candidate to serve in the following role:**

### **Special Education Department Chair**

**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.

## Certificate Requirements

Type 09, 10, or alternative certification issued by the ISBE with content area endorsements appropriate for the position. **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.
- 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.

(cont...)

**Mandatory Minimum Skills, Abilities, Proficiencies and Experiences**

- 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.
- Have 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](mailto: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

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**Change Schools. Change Lives. Teach Chicago Turnarounds.**

*For more information please visit:*

[www.TeachChicagoTurnarounds.org](http://www.TeachChicagoTurnarounds.org)

**Additional Information Available**

# TEACHING OPPORTUNITIES POSITION INFORMATION

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**BULLETIN NO.: 502**  
**DATE: JULY 22, 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., 2<sup>nd</sup> 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 August 5, 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).