



POSITION OPENINGS Highly Qualified Full-Time Teachers in
English, Math, Science, and Social Studies

OVERVIEW

Schools for the Future (SFF) is a new kind of school. A school where people meet students where they're at, ignite their hopes for the future, and give them tools to reach their full potential. SFF has five unique features:

- Fully performance-based advancement toward graduation that breaks with fixed time;
- Powerful blend of face-to-face and technology-enabled educational strategies;
- Acceptance of entering high school students regardless of reading and math skill levels;
- Anywhere/anytime learning using community resources and student laptops; and a
- Learning management system that enables a fully data driven school.

SFF serves g. 8/9 students who are about to enter high school and are two or more years behind chronologically, with low academic skills. Through SFF's fully performance-based advancement system, all students will graduate college and career ready 3-5 years later. SFF's model confronts challenges faced by traditional high schools by extending the school day, engaging students in self-paced learning organized around their interests, and providing a set of supports that help them manage the demands of life beyond the school building.

SFF operates on three core principles:

- **Think Big!** High aspirations for student achievement are modeled by teachers who push their own practice toward excellence.
- **You Own It!** Students pursue personalized learning that fosters reflection and builds decision-making skills. SFF teachers model these skills and teach students how to evaluate and revise their own work.
- **24/7!** Students use mobile devices in and out of school to leverage learning tools, digital course materials, and access to experts - setting their own pace for advancing through course work. Teachers assist students in cultivating these critical 21st century skills, coaching students toward mastery of academic content and helping them hone broader youth development skills.

Schools for the Future will open its first charter school in Detroit, MI in September 2012. A national model (<http://www.schools4future.org>), SFF is partnering locally with Michigan Future and Black Family Development, Inc.

At this exciting time in its evolution, Schools for the Future seeks to hire highly qualified and motivated teachers with a minimum of 3 years subject and/or interdisciplinary teaching experience and certification, a track record working with struggling middle and high school level students, and a passion for technology enhanced learning.

Highly qualified teachers who join SFF will have a unique opportunity to foster learning in an innovative school environment and through student use of mobile devices. With an extended school day and longer class sessions, performance-based advancement system, blended learning approach, and creative, student-led project opportunities, SFF requires teachers who are excited about exercising greater leadership and creativity in developing learning experiences that inspire students, move them beyond past struggles and academic failure, and build the academic and personal confidence they need to succeed in college and career.

POSITIONS AVAILABLE

At least six full-time teacher positions are available. Dual certification preferred.

- 2 English Language Arts/ Reading - at least one with SPED certification
- 2 Math - at least one with SPED certification
- 1 Science
- 1 Social Studies - comfortable delivering interdisciplinary instruction

All candidates must possess a valid Michigan Teaching Certificate or Michigan Temporary Teaching Authorization (T2EA) with an endorsement in the applied for subject, e.g., English (BA) 6-12.

RESPONSIBILITIES

- Facilitate effective teaching and learning activities in the core subject enhanced by strategic use of technology during 75-90 minute course blocks. Classes, seminars, and learning labs (e.g., Read 180) generally range from 10-20 students and will be staffed by two adults.
- Use the SFF curriculum framework built around 30-day modules to develop rigorous, personalized course content. Design of the modules can vary: traditional class, hybrid/online course, smaller seminars, labs, or independent tutoring/booster program use.
- Co-facilitate one session each day with a youth development specialist and 10-14 students to cultivate a sense of community, help students develop a range of skills (e.g., efficacy, self-management), monitor their progress, and assist students with individualized and group learning quests.
- Administer daily formative student assessments and analyze data with other teachers and staff to revise teaching and learning activities.
- Participate in an SFF orientation and professional development (PD) learning community. Orientation and training will require four (4) weeks of paid time in June/July and August 2012. Ongoing PD and coaching will occur throughout the year.

KNOWLEDGE AND SKILLS

The ideal SFF teacher candidate:

- Excels as an independent self-starter who takes the initiative to exercise leadership in implementing high quality classroom instruction, works well collaboratively, and actively promotes a positive school climate;
- Understands how to assess the learning needs of students using teacher made instruments that measure competencies identified by SFF;
- Demonstrates strong ability to implement differentiated instruction - appropriately grouping students and tailoring teaching activities to meet each group's learning needs;
- Demonstrates strong skills in integrating technology into the curriculum, including experience with software used by students to produce and manage assignments (e.g.,

GoogleDocs, Glogster, VoiceThread, etc.), and a willingness to learn how to use new online and mobile app tools in a “fast track” way;

- Possesses prior experience using online tools to manage course work (e.g., an active class web page or blog, use of a learning management system or online site like Edmodo);
- Demonstrates competency in utilizing literacy strategies and applying them to teaching & learning activities across the curriculum;
- Possesses experience working with students on developing and assessing learning portfolios and “authentic” products that are competency-based;
- Demonstrates team spirit and initiative to improve the quality of the decision-making process at the classroom and school levels;
- Understands the cognitive and psychological growth and maturation of adolescents; and
- Gives and receives constructive feedback appropriately.
- Bilingual fluency in a second language is a plus but not required.

QUALIFICATIONS

- Certification in the appropriate subject area; additional certification in special education, ESOL, and interdisciplinary instruction or experiential learning a plus
- At least two years of teaching experience, preferably in multiple settings and styles, especially beyond the traditional classroom
- Strong curriculum technology integration experience, familiarity with a range of online class management and student production tools, and quick technology adoption skills; familiarity with online learning management systems a plus
- Familiarity with the basic concepts of positive adolescent youth development
- Experience working in diverse low-income communities, and sensitivity to/awareness of the needs of culturally diverse urban adolescents and families
- Excellent interpersonal communication and relationship-building skills
- Ability to work effectively as a member of a multidisciplinary team
- Familiarity with the Michigan Merit High School Graduation Requirements and with the Career and College Ready Common Core State Standards (CCR-CCSS) adopted by the Michigan State Board of Education as the new standards for K-12 Mathematics and English Language Arts (if applicable)
- Bachelor’s degree from an institution accredited by the North Central Association of Colleges and Secondary Schools or an equivalent agency required; Master’s degree a plus.

HOURS & COMPENSATION

40 hours per week for 40 weeks with an additional summer component. Teachers and other staff members must be available for four (4) weeks during the summer for paid orientation and training. Salary scale is based on that of Detroit Public Schools.

CONTACT PERSON

Qualified candidates should submit a cover letter and resume to Alice Thompson, CEO, Black Family Development, Inc., athompson@blackfamilydevelopment.org. No calls please.