



2010 Summer Dreamers Academy Job Posting Special Education Teacher Position

There will be two rounds of hiring for teaching positions with the Summer Dreamers Academy. Special education teachers who apply for the Round 1 deadline will be notified of the status of their application on March 1. Applications for the Summer Dreamers Academy will be scored on a rubric and evaluated based on the criteria outlined in the job posting.

Number of positions: Up to 20 (based on projected student enrollment)

Round 1 Applications: 14 special education teachers will be hired

Round 2 Applications: Up to an additional 6 special education teachers will be hired based on projected student enrollment

Grades: 2010-2011 6th, 7th, and 8th grade students

Reports to: Site Director

Residency: No

Salary:

PPS Teachers Step 1 – 9 and Non-PPS Teachers: \$4,000

PPS Teachers Step 10+: \$6,000

Pay Dates: July 31 and August 15

Posting Opens:

Round 1: 01/29/10

Round 2: 03/01/10

Posting Closes:

Round 1: 2/12/10

Round 2: 4/15/10

Start Date: 6/5/10

End Date: 8/13/10

FLSA Status: Exempt

Job Goal

The Summer Dreamers Academy team is looking for special education teachers to join us in realizing the vision and mission of the Summer Dreamers Academy for middle-grade students. Special education teachers will rotate into multiple classrooms during the morning literacy block to provide additional support for students with Individualized Education Plans (IEPs). In addition, special education teachers will assist teachers and camp coordinators in planning for how to support students with IEPs during the periods when the special education teacher is not in the classroom. We are looking for enthusiastic, energetic special education teachers who will help make this camp THE destination for summer fun and learning!

Scope of Work

June 5 – July 9: Camp Orientation Program	<ul style="list-style-type: none">• Attend camp orientation on Saturday, June 5 (tentatively scheduled for 8:30 a.m. – 11:30)• Complete up to 10 hours of independent work and pre-reading prior to July 6• Attend pre-camp training July 6 – July 9 (tentatively 8 a.m. – 4 p.m.)
July 12 – August 13: Camp Expectations	<ul style="list-style-type: none">• Report to work at 8 a.m.• Attend staff meetings, prep for daily lessons, check-in with teachers and camp coordinators, attend All Camp Meeting etc. from 8 a.m. – 9:10 a.m.• Rotate to various classrooms at a single site to provide one-on-one and/or small-group instructional support to students with IEPs from 9:15 a.m. – 12:15 p.m.• Participate in professional development in the afternoons (tentatively Monday and Wednesday afternoons from 1 – 3 p.m.)• Day ends for special education teachers at 12:30 on Tuesday, Thursday, and Friday• Day ends for special education teachers at 3 p.m. on Monday and Wednesday• Participate in occasional weekend and/or evening activities
August 13: End of Camp Wrap- Up	<ul style="list-style-type: none">• Complete end of camp reflection for up to 40 students• Turn in necessary data and reports to the site director• Return books, supplies, and materials to proper locations

Camp Overview

Pittsburgh Public Schools is proud to announce the launch of a premier summer camp for all 2010-2011 6th, 7th, and 8th grade PPS students. The dates for the camp are July 12 – August 13, 2010. Campers will broaden their exposure to the community and world around them through participation in themed literacy instruction and unique afternoon activities that are provided through partnerships with organizations around the city of Pittsburgh. Campers will choose their literacy theme and afternoon activity.

Mission and Vision

The Summer Dreamers Academy is a new, free opportunity for incoming sixth through eighth graders in Pittsburgh Public Schools to spend their summer exploring literature, developing life skills, and pursuing a passion that will stay with them throughout their lives.

A safe, positive environment will empower campers to try new things, and pursue new possibilities. Supportive camp staff and a network of community partnerships will help each student find their niche. A commitment to equity and diversity will ensure that every camper is treated fairly, that all campers are equally supported, and that diversity is achieved and maintained. As active participants in shaping their experience, each camper will select their activities according to their skills and interests. Each camper's experience will culminate in a project, demonstration, or presentation that showcases the development of their unique interest and their improved literacy skills.

Mission/Outcome Goals

Through an experience unlike a traditional school day, campers will:

1. Enter 9th grade at or above grade level in literacy
2. Gain a new passion that they can continue beyond the summer
3. Develop skills and knowledge that will allow them to thrive in and after high school
4. Become more optimistic about the possibilities, become more motivated to succeed, and have a concrete vision for their lives in and after high school

Expectations & Essential Special Education Teacher Job Functions:

Includes but not limited to:

Overall Expectations

- Believe that every student can succeed in a summer environment with the right amount of time and support.
- Bring a positive attitude, creativity, and leadership skills every day.
- Hold every camper and staff member to high expectations
- Share the goal of making the summer middle-grades camp the destination for summer fun and learning

Administration and Classroom Management

- Maintain accurate, up-to-date records
 - Observe and evaluate campers' performance, behavior, social development, and physical health
 - Enforce all camp policies and procedures
- (Removed CC delegation bullet)

Communication & Parent Engagement

- Demonstrate ability and willingness to interact and communicate effectively with campers, parents/guardians and activities staff
- Communicate in a timely manner with camp leaders, fellow staff, parent/guardian, etc.

Education and Teaching Methods

- Create and implement modifications and instructional supports that will assist campers with IEPs in mastering the camp literacy curriculum
- Utilize data from formative assessments to monitor camper progress and determine areas of focus for upcoming lessons

Legal

- Full adherence to the Camp Handbook, Pittsburgh Public Schools Rules & Regulations, Pennsylvania School Code, Pennsylvania Loyalty Act and No Child Left Behind Act.

Professional & Curricular Development

- Participate in extensive and ongoing professional development pre-camp and during camp
- Meet regularly with teachers and camp coordinators to create plans for how to best support campers with IEPs
- Provide ongoing feedback on curriculum, interventions, and general camp structure ongoing

Student Support & Advising

- Monitor camper progress throughout the summer
- Provide productive, consistent feedback to campers

Special Education Teacher Requirements

Required Criteria:

- ✓ PA Teacher Certification (N-12 Special Education)
- ✓ Will have 1 or more years special education teaching experience
- ✓ Experience teaching literacy to students grades 5 – 8

Preferred Qualifications:

- ✓ PPS Teachers
- ✓ Enthusiasm for the camp vision and mission
- ✓ Embraces the use of data to inform instruction

Physical Demands

This position involves a combination of standing and sitting to provide classroom instruction, modeling or assistance. The position may require escorting children throughout the site. This position requires minimum physical effort and is not subject to Occupational Health and Safety risks.

Work Environment

Sites for the camp will be located throughout the city and are yet to be determined. There is likely to be a combination of on school sites and off school site and special education teachers may be assigned to a non-school location.

How to Apply

Required Materials

All applicants are required to complete and submit the following materials:

1. Résumé (please highlight all leadership roles)
2. Questionnaire
 - a. Please refer the following link to learn more about the camp [Appendix A - Camp Background and Additional Information](#) or go back to the districts website to view this appendix.

Please combine the above requirements into one document and then name the combined document with convention **LASTNAME.FIRSTNAME.date**.

Instructions

1. Fill out an online electronic application
 - **Current PPS employees** apply at: <https://apply.pps.k12.pa.us/internal>
 - **Non-PPS employees** apply at <https://apply.pps.k12.pa.us/external>

* At the above links, please make sure to attach your combined document with your application information before hitting the submit button.

Process

1. Application materials will be reviewed by a panel of PPS staff members and scored on a rubric
2. Round 1: All applications must be submitted by February 15
Round 2: All Applications must be submitted by April 15
3. Round 1 applications will be reviewed February 15 – 28 and offers will be made on March 1.
Round 2 applications will be reviewed April 15 – 30 and offers will be made on May 19.

Questions

For questions about the position please contact Allison McLeod, Project Manager at 412-622-3983 or by e-mail amcleod1@pghboe.net

3. Please respond to the following scenario. Your response should not exceed one page.

During the 2nd week of the Summer Dreamer's Academy a class of 20 campers read an article about geysers in Yellowstone National Park. After reading the article, the students answered multiple-choice questions about what they read. Below is an excerpt from the article followed by one of the multiple-choice questions that campers answered.

Geysers in Trouble

Yellowstone's hot spots are sometimes destroyed by natural causes. Earthquakes, for example, can make underground water flow away from a hot spot. And geysers and hot springs may cool down, dry out, or pop up in new places.

Also, some folks just outside the park's boundaries want to pump out some of the region's hot water for their own use. But pumping out the water can cause problems too.

"Pools of underground water are usually connected," explains Rick, [a ranger at Yellowstone National Park]. "Draining water from one place can take water from another. And without enough water, a geyser will stop spouting."

Another problem caused by people is litter. Sometimes careless visitors toss trash, coins, sticks, and rocks into the park's steamy pools. The litter can clog a vent, which can kill a geyser or hot spring. So Rick spends a lot of time scooping out litter.

1. Which **best** describes the text organization used in the section titled "Geysers in Trouble"?

- A) Cause and Effect * (This is the **correct** answer, and it was selected by 20% of the students.)
- B) Sequence of Events (Selected by 45% of the students)
- C) Question and Answer (Selected by 10% of the students)
- D) Compare and Contrast (Selected by 25% of the students)

In five days campers will take another multiple-choice assessment that will ask a similar question about a similar article. Imagine that you are working with a group of four campers and each one of them chose a different answer (A-D). Please describe **at least three** things that you would do to prepare students for the upcoming test. The daily three hour literacy block is broken up according to the following schedule:

- Quick Write (10 minutes)
- Eligible Content Mini-Lesson (20 minutes)
- Eligible Content Practice (30 minutes)
- Novel Exploration or Literature Circles (30 minutes)
- Centers (Culminating Project, Literacy Games, Active Reading Strategies, Fluency, and Vocabulary) (90 minutes)