

SCIENCE Teacher
Educational Opportunity Charter High School

(\$18.76/HR)

This ten month position is responsible for delivering classroom instructions to students in the Charter High School. Applicants must be able to apply non-traditional teaching methods in the subject of Science appropriate for the needs of a wide range of students including disadvantaged and under-served populations.

Qualifications: Bachelor's degree in Education with at least 24 credits of History related to post-secondary study. Applicants must be Highly Qualified in the subject of Science, and be able to teach Science in addition to other subject requirements in the secondary curriculum as defined by the Arizona Department of Education is required.

Experience in application of non-traditional teaching methods and the ability to relate to students from a variety of culturally diverse and disadvantaged backgrounds is desired.

Applications available at Yuma Private Industry Council – 3834 W. 16th Street, Yuma, AZ (Mon – Fri) 8:00 am to Noon and 1:00pm to 5:00 pm. or Online at <http://www.ypic.com>

YOU MAY SUBMIT APPLICATION ONLINE AT amcbride@ypic.com (YPIC CAREERS tab)

Please also submit your transcripts and/or credentials that qualify you for this position.

**If possible, please submit your original/completed application to
YPIC/Human Resources
3834 W 16th Street
Yuma, AZ 85364**

Resumes accepted as ATTACHMENTS to application ONLY!

Equal Opportunity Employer.

Closing Date: Open until filled.

Equal Opportunity Employer/Program. Auxiliary aids and services are available upon request to individuals with disabilities. Empleador/Programa con Igualdad de Oportunidades. Aparatos y servicios auxiliares están disponibles a petición a las personas con discapacidades.

YUMA PRIVATE INDUSTRY COUNCIL POSITION DESCRIPTION

Title: **Science Teacher**

Reports to: School Principal

Classification: Exempt (Full-Time / 10 Mo.)

Revision Date: July 6, 2020

SALARY \$18.76/Hr.

SUMMARY

Under direction of the School Manager, the Teacher is responsible for delivering classroom instruction to students in the Charter High School (CHS). The teacher must apply non-traditional teaching methods appropriate for the needs of a wide range of students. The teacher must relate with a high degree of effectiveness with students from a variety of ethnic and cultural backgrounds, including disadvantaged and under-served populations. Because of the range of student needs, the teacher must be able to instruct in all subjects included in the secondary curriculum.

JOB SPECIFIC TASKS; The following areas of job responsibility represent the job-specific tasks for the individual employee's position in the organization. Every individual employee is rated on his/her performance of the specific job tasks included in his/her position.

Arizona law (SB 1040) required fifty percent of a teacher's evaluation be based on measure, individual educator performance. As interpreted by Arizona's State Board of Education, this section of the summative evaluation has been framed according to Arizona's professional Teacher's Standard. This section accounts for 50 points of the overall summative evaluation.

Standard 1: Lesson and Curriculum Planning (the teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan)

Value

- *PO1 the teacher designs lessons and assessments that are within cognitive and performance ranges of their students.*
- *PO2 the teacher plans instruction and assessments that will lead to the achievement of Arizona's academic standards.*
- *PO3 the teacher plans instruction and assessments that will lead to improvement on the District's academic measures.*

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- *PO4 the teacher differentiates instruction and assessments in order to measure knowledge across various learning modalities.*
- *PO5 the teacher differentiates instruction and assessments in order to measure knowledge across a continuum of cognitive domains.*
- *PO6 the teacher plans instruction that utilizes effective communication sets and verbal scaffolding.*
- *PO7 the teacher plans an environment that is conducive to engagement and the learning objective.*
- *PO8 the teacher develops curriculum maps that display short term and long term goals.*

Standard 2: Learning Climate (the teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards).

Value

- *PO1 the teacher implements communication sets that foster effective learning and mutual respect.*
- *PO2 the teacher implements effective practices of classroom management.*
- *PO3 the teacher teaches models and enforces positive behaviors necessary for school, community and life success.*
- *PO4 the teacher basis behavior interventions on evaluation of learner differences and school intervention frameworks.*
- *PO5 the teacher utilizes reinforcements and consequences effectively.*

Standard 3: Instruction (The teacher implements and manages instruction that develop students' abilities to meet Arizona's academic standards).

Value

- *PO1 The teacher differentiates instruction and assessments in order to measure knowledge across various learning modalities.*
- *PO2 The teacher differentiates instruction and assessments in order to measure knowledge across the continuum of cognitive domain.*
- *PO3 The teacher implements instruction that utilizes effective communication sets and verbal scaffolding.*
- *PO4 The teacher implements instructional segments, transitions and procedural scaffoldings that are conducive to engagement and learning objectives.*
- *PO5 The teacher develops relevance, prior knowledge and background experiences prior to concept instruction.*
- *PO6 The teacher breaks complex concepts into understandable units.*
- *PO7 The teacher applies appropriate error corrections and pacing based on a continuing assessment of learner performance.*
- *PO8 The teacher ensures low performers are engaged and accountable.*

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- *PO9 The teacher displays active monitoring by giving at least 95% of the time directed towards students.*
- *PO10 The teacher ensures instruction correlates to learning objectives and language objectives.*

Standard 4: Assessment (The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards.)

Value

- *PO1 Assessment system includes evidence that students have the ability to self-assess skills.*
- *PO2 Assessment system includes informal assessments that measure performance across multiple cognitive domains and modalities.*
- *PO3 The teacher maintains records of student work and performance and uses them to guide instructional decisions.*
- *PO4 The teacher provides students and parents timely and appropriate feedback on progress toward learning as where collected assessments and work are returned within 48 hours.*
- *PO5 The teacher provides multiple opportunities to demonstrate mastery of content knowledge.*

Standard 5: Teacher Collaboration (The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education).

Value

- *PO1 The teacher participates in trainings, meetings and other collaborations to foster student and school achievement.*
- *PO2 The teacher establishes frequent and constant internal and external communication with those students identified for intervention.*
- *PO3 The teacher demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals*
- *PO4 The teacher communicates with other outside resources, professionals and agencies to improve the overall learning environment for students.*

Standard 6: Professional Development Plan (The teacher reviews and evaluates his/her overall performance and implements a professional development plan).

Value

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- *PO1 At least every other week, the teacher reviews his or her practices and evaluates the influences of his or her practices on student growth and learning.*
- *PO2 The teacher designs maintains and quarterly reviews a personal professional development plan for improving student learning and instruction.*
- *PO3 The teacher pursues and communicates professional activities to support development as a learner and a teacher.*
- *PO4 The teacher completes activities to maintain certifications, licenses and instructional eligibility.*

Standard 7: Academic Knowledge (The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards)

Value

- *PO1 The teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach.*
- *PO2 The teacher demonstrates knowledge of the subject area or area of the content assigned on a school wide level.*
- *PO3 The teacher demonstrates knowledge of the elective area assigned to teach.*

Standard 8: Professional Knowledge (The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning).

Value

- *PO1 The teacher investigates principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work.*
- *PO2 The teacher investigates and reviews principles and techniques associated with various instructional strategies.*
- *PO3 The teacher investigates various learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals.*
- *PO4 The teacher investigates the characteristics, uses advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth.*
- *PO5 The teacher investigates effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.*

- *PO6 the teacher investigates methods for recognizing and accommodating exceptional children.*

Standard 9: Special Needs Population (In collaboration with other professionals and parents, the special teacher participates in the design, implementation, and assessment of individualized education programs).

Value

- *Po1 The teacher demonstrates knowledge of disabilities and their educational implications.*
- *PO2 The teacher assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, curriculum development and individual behavior management technique.*
- *PO3 The teacher schedules and utilizes para-educators and para-therapists effectively through training and supervision.*
- *PO4 The teacher provides relevant observations, class room data, assessment summaries and information of special needs students as that information relates to the non-disabled population.*
- *PO5 The teacher carries out child find activities to identify students with potential disabilities.*

STUDENT ACHIEVEMENT (based upon student achievement. Arizona law (SB 1040) requires thirty-three percent of a teacher's evaluation be based on student performance)

Category 1: State Assessment

Supporting Skills

- *59% of students eligible for retesting will increase standard scores by a minimum of 14 points as measured by students that have fall and spring math achievement data. or*
- *67% of students eligible for retesting will increase standard scores by a minimum of 14 points as measured by students that have fall and spring reading achievement data.*

Category 2: District Assessment

Supporting Skills

- *59% of students will increase standard scores by a minimum of 14 points as measured by students that have fall and spring district math achievement data.*
- *67% of students will increase standard scores by a minimum of 14 points as measured by students that have fall and spring district reading achievement data.*

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Category 3: End of Course Assessment

Supporting Skills

- *At least 60% of students will achieve 70% on the end of course exams.*

CORE SKILLS

Language

- Speaking: *Talking to others to convey information effectively.*
- Oral Expression: *The ability to communicate information and ideas in speaking so others will understand (respond effectively to the most sensitive inquiries or complaints, effectively presenting information and responding to questions from groups of managers, clients, employers, customers, elected officials, and the public).*
- Oral Comprehension: *The ability to listen to and understand information and ideas presented through spoken words and sentences (respond effectively to the most sensitive inquiries or complaints (effectively present information and/or respond to questions from groups of managers, clients, employers, customers, elected officials, and the general public).*
- Speech Recognition: *ability to identify and understand the speech of another person.*
- Speech Clarity: *ability to speak clearly so others can understand you.*
- Writing: **The ability of communicating effectively in writing as appropriate for the needs of the audience.**
- Written Comprehension: *ability to read and understand information and ideas presented in writing).*
- Written Expression: *The ability to communicate information and ideas in writing so others will understand (write clear and concise memoranda without close supervision).*
- Reading Comprehension: *Read, analyze, and interpret general instructions, technical procedures, and government regulations (understanding written sentences and paragraphs in work related documents).*
- *Fluency in the English and Spanish languages preferred.*

Mathematics

- *Apply mathematical concepts such as probability and statistical inference, fractions, percentages, and ratios.*

Reasoning

- Problem Sensitivity: *ability to tell when something is wrong or is likely to go wrong (does not involve solving the problem, only recognizing there is a problem).*

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- ***Deductive Reasoning:*** ability to apply general rules to specific problems to produce answers that make sense (solves practical problems, collect data, establish facts, and draw valid conclusions).
- ***Inductive Reasoning*** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- ***Critical Thinking:*** The use of logic and reasoning to identify strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- Interpret a variety of technical instructions.

Technology

- Demonstrate **proficiency** in software including but not limited to Microsoft Windows, Microsoft Office, Microsoft Excel, and Microsoft Access (Database).
- Demonstrate **proficiency** in Internet usage.

Socioeconomic

- Maintain an awareness of socioeconomic factors bearing on unemployment, local labor community problems, and/or resources relating to the labor market.

Supervisory

- ***Active Learning:*** Understanding the implications of new information for both current and future problem-solving and decision-making.
- ***Time Management:*** Managing one's own time and the time of others.
- ***Learning Strategies:*** Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- Directly or indirectly supervise students.
- Maintain an environment that facilitates students learning and completion of assignments.

Interpersonal

- ***Social Perceptiveness:*** Being aware of others' reactions and understanding why they react as they do.
- ***Service Orientation:*** Actively looking for ways to help people.
- Must possess excellent interpersonal skills.
- Must demonstrate excellent self-control and confidence during presentations.

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Physical Demands

- Talk and hear.
- Active Listening: Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- Reach with arms and hands.
- Use hands and fingers to operate keyboards and other office equipment.
- Near Vision: The ability to see details at close range (within a few feet of the observer).

Other

- Demonstrate public speaking skills.
- Demonstrate client-interviewing skills.
- Demonstrate data entry and retrieval skills.
- Demonstrate appropriate interpersonal skills to accomplish tasks.
- Interpret federal and state rules and regulations.
- Must possess a valid AZ Arizona Driver's License, reliable transportation, and current liability insurance.
- Must demonstrate the Core Values of the Organization.
- Must possess an **Arizona Level One Fingerprint Clearance card**
- **Pass a Background registration with Arizona Department of Child Safety.**

EDUCATION AND EXPERIENCE

Bachelor's degree in Education with at least 24 credits of major subject related to post-secondary study. Applicants must be Highly Qualified in their major subject, and be able to teach additional subject requirements in the secondary curriculum as defined by the Arizona Department of Education.

Experience in application of non-traditional teaching methods and the ability to relate to students from a variety of culturally diverse and disadvantaged backgrounds is desired.

Fluency in English and Spanish languages is preferred.

WORK ENVIRONMENT

The work environment characteristics described herein are representative of those an employee encounters while performing the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level is usually moderate for a school environment.

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