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## JOIN OUR TEAM!

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Position: **Science Teacher**

### Elementary Science Teacher

Elementary Science teachers teach K-5 students in an exploratory format. Science teachers collaborate with classroom teachers and design their own hands-on projects in biology, engineering, eco-systems, chemistry, astronomy, and more, using the Next Generation Science Standards as a guide. Ideally, the elementary science teacher awakens and nurtures young children's natural curiosity and wonder at scientific phenomena.

#### High Tech Elementary Teachers demonstrate:

- a strong understanding of early childhood development
- willingness to plan and teach via a project-based approach
- expertise in their subject
- effective classroom management (Responsive Classroom, Positive Discipline, Love and Logic)
- a strong ability to adapt instruction and lessons based on individual student needs
- open and regular communication with parents
- excellent writing, speaking and communication skills

#### Qualifications (Required):

- Minimum of a Bachelor's degree
- Basic Skills (CBEST; SAT of 550+ Math/500+ English; or ACT 23+ score report)
- California or Out-of-State/Country Credential -- Applicants, without credentials, who demonstrate outstanding achievement and knowledge in their field are strongly encouraged to apply. If hired, applicants who do not possess applicable teaching credentials, will enroll in the HTH District Intern Program which is a 2 year teacher preparation program authorized by the Commission on Teacher Credentialing (CTC) in order to work toward satisfaction of applicable credentialing requirements.
- DOJ Fingerprint Clearance
- TB Clearance

#### The HTH Teacher:

- Encourages a culture of mutual respect and equitable practice
- Exhibits knowledge of student cognitive development and various learning styles
- Implements the four HTH Design Principles (equity, personalization, authentic work and collaborative design)
- Communicates effectively with students and families about classroom activities and student progress
- Demonstrates content knowledge, including the California Common Core Standards
- Sets high academic achievement expectations
- Identifies and supports students' social, emotional, and behavior learning needs
- Implements Project-Based Learning techniques and strategies
- Facilitates and designs effective group work
- Provides timely feedback and collaborates with faculty to offer specialized support
- Fosters student growth through semi-annual Student-Led Conferences (SLC) and Presentations of Learning (POL)
- Showcases student work within the community
- Scaffolds instructional activities that facilitate engaging and appropriate learning opportunities
- Differentiates instruction based on feedback, needs, and learning levels
- Provides opportunities for student engagement through "Voice and Choice"
- Creates relevant and authentic learning experiences
- Implements backward design to align all lessons, activities, and assessments
- Designs formal and informal assessments that measure student progress

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### **Equal Employment Opportunity Policy**

*An offer of employment will be subject to the successful completion of a background check. HTH is an equal opportunity employer. It is the policy of HTH to afford equal employment and advancement opportunity to all qualified individuals without regard to race, ethnicity, creed, color, religion, national origin, ancestry, sex, sexual orientation, gender, pregnancy, age, disability, parental, family, marital status, medical condition, or any other classification that is protected under applicable local, state or federal law. HTH does not discriminate on the basis of actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnicity, ethnic group identification, immigration status or citizenship, race, ancestry, national origin, color, religion, religious affiliation, creed, mental or physical disability, age, parental, family, marital status, or any other basis protected by applicable law in employment, admission, or educational program or activities.*

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Walter Payton College Prep - Principal

SAVE 

Walter Payton College Prep HS



At Chicago Public Schools, our mission is to provide a high-quality public education for every child in every neighborhood that prepares them for success in college, career, and community. This important work is grounded in our vision, a document created to align our efforts and provide a clear sense of our priorities over the next year three years for all stakeholders. To fulfill our mission, we seek innovative, entrepreneurial, results-oriented school leaders with a deep sense of responsibility and commitment to the students in their schools and to the communities in which their schools reside. CPS Principals are key levers for change and are critical to the success of our schools.

In accordance with the CPS Principal Competencies, we expect principals to:

- Create powerful professional learning systems that guarantee exceptional teaching and learning for students.
- Champion teacher excellence through a focus on continuous improvement.
- Establish, nurture and protect a culture driven by college and career readiness.
- Empower and motivate families and communities to become engaged in student learning
- Relentlessly pursue self-disciplined thinking and actions.

We are seeking candidates who have the following demonstrated qualifications:

- Genuine passion for educating high-performing students in a diverse community
- Honesty and transparency in decision-making as well as clear, consistent communication
- Excellent oral and written communication skills
- Familiarity and experience with delivery of effective Competency-Based Education (CBE), Social-Emotional Learning (SEL), and equitable practices
- Ability to connect with students, parents, faculty, staff, and community, fostering an environment of dignity and respect
- Familiarity with cross-cultural communications, including experience in effective communication with non-English speakers
- Desire to promote an environment where differences are seen as sources of strength and opportunities for collaboration
- Effective and continual public advocacy for the needs of students and school stakeholders
- Excellent fiscal management and budgeting skills

Position Overview and Responsibilities

- Collaborate with teachers in the design and implementation of a rigorous academic curriculum in an equitable environment that integrates the 4 Cs and is mindful of the social and emotional needs of the adolescent student
- Communicate effectively with parents, students, faculty, political leaders, district and network leadership, partners, and other stakeholders
- Hire and retain high-performing teachers and staff and support their ongoing development
- Collaborate with faculty to structure professional development programs that make effective use of limited time and promote the enhancement of academic excellence in an inclusive and supportive learning environment
- Create accountability systems within the context and rules of CPS and CTU policies and regulations; effectively evaluate teacher performance and guide teachers to reach performance goals
- Value and include student concerns and feedback equitably in all steps of relevant decision-making processes; implement solutions with students as active partners
- Enhance the integrity of the school's culture by embracing wholeheartedly the athletic division, fine arts programs, academic teams, and all extracurricular activities in the effort to produce the best quality student experience
- Enforce a Restorative Justice System and Healing-Centered approach to a strong discipline policy aligned with the CPS Student Code of Conduct
- Embrace, promote, and facilitate the diversity of our student body and faculty
- Work with the community and other organizations, leveraging and building on family and community resources to continually improve student learning
- Actively manage the school's finances and budget process, including:
  - Negotiating for an optimal budget allocation by working with central office and city hall
  - Effectively appealing unfavorable budget allocations
- Maximizing the use of limited funds to ensure student needs are met through robust curricular offerings, extracurricular programming, and wrap-around services

To apply, candidates must complete and submit [CPS Principal Candidate Application Fo...](#) and attach their resume, cover letter, and any other materials requested by the advertising LSC. Additional attachments will not be accepted. All materials must be in PDF format only. (Save your document in PDF format prior to submission.)

Position Credentials

- Capacity to lead and grow a Level One+ performance school
- Minimum 5 years proven, successful experience in a high school setting; substantial administrative experience preferred
- Meets all state and CPS Principal Eligibility requirements to serve as a principal at the time of selection

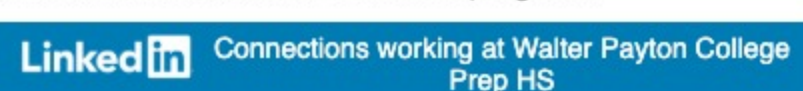
Application Documents

- [CPS Principal Candidate Application Fo...](#)
- Resume / CV
- Cover letter (3-4 pages max.) addressing the Qualifications, Responsibilities, and Credentials listed above, as well as the following topics
  - Your interest in, and thoughts on, managing a high-capacity student body and faculty in an environment of academic excellence while simultaneously maintaining focus on their social and emotional health and development, and identifying and supporting diverse and/or struggling learners
  - Your commitment to, and policy suggestions regarding, equity in opportunity and outcomes in a diverse public school setting, and the policies and structures you would implement to provide all students the opportunity to attain their full academic and social potential
  - Discussion of your management style, leadership techniques, and communication strategies to coordinate initiatives in a collaborative environment and lead positive change with a high-performing and independent-minded student and faculty community

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About Walter Payton College Prep HS

Walter Payton College Preparatory High School is a selective enrollment public high school and an international model for global teaching and learning, with 1,200 students and 124 faculty. Since its inception in 2000, Payton Prep has become the quintessential space for student discovery, intellectual curiosity, and international exploration, guided by a commitment to our founding principles of the "4 Cs": Curiosity, Character, Courage, and Compassion. Located in downtown Chicago, Payton is consistently ranked as one of the top high schools in the U.S., with a distinguished reputation for its world-class math, science, world-language, humanities, fine arts, and adventure education programs.



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### Application

First Name

Last Name

Email

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### Details

**Posted:**  
February 23, 2020

**Location:**  
Chicago, Illinois  
[Show Map](#)

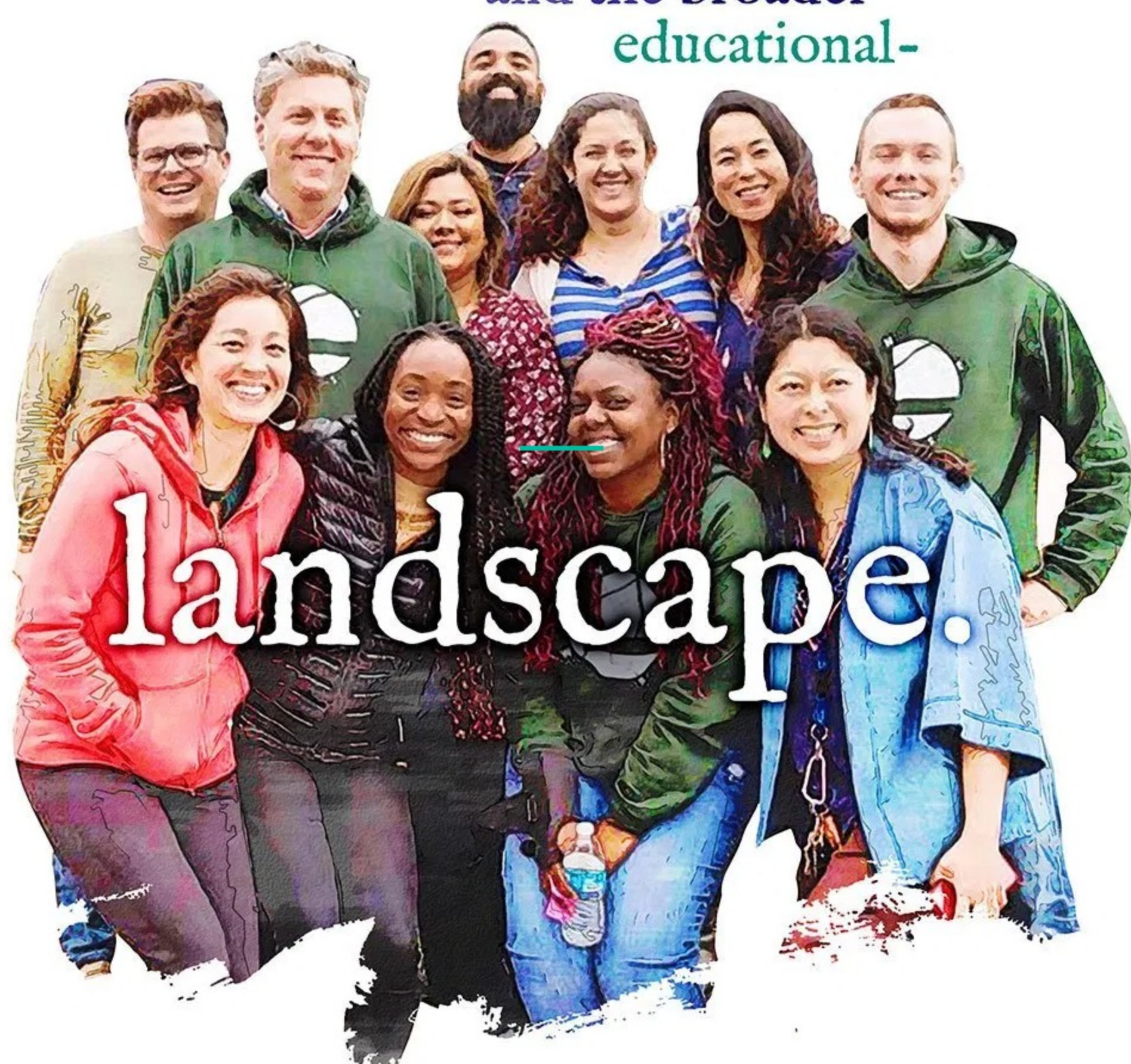
**Type:**  
Full Time - Experienced

**Category:**  
Principal

**Required Education:**  
Masters



# Transform yourself, the students you will serve, and the broader educational-



CONTACT US

## Want to join us?

We're on the lookout for talented, thoughtful, collaborative individuals with the passion, commitment and ability that's needed to bring our work to life. We are seeking candidates to join our team. We welcome candidates who are credentialed teachers and career switchers who want to bring their passions and interests to our students.

### The ideal candidate:

- Builds strong, supportive relationships with students and creates joyful learning environments
- Thrives on a team of designers and changemakers in education
- Is excited to co-design and co-facilitate ambitious projects with innovative colleagues
- Wants to work together with students to design, build, and make professional quality products
- Works well on a team in close collaboration with others
- Is reflective and thoughtful about their practice, seeks feedback, and is excited to grow as a teacher, project designer, and educational leader

### We are currently looking for candidates in:

- Math
- Science (Biology, Physics, Computer Science, Engineering)
- Design/Engineering
- Media Making
- Humanities (English/Social Studies)
- Special Education
- After school and sports

## Featured Position

### Latitude High School Seeks Math Teacher to Join Our Team of Dynamic Educators!

Latitude is seeking skilled, ambitious, and reflective math teachers who want to be part of building an extraordinary math program alongside innovative colleagues. We are seeking folks who find joy and meaning in engaging students with mathematics in novel ways. We are reflective practitioners who are relentlessly curious about designing powerful learning environments for our students. We are deeply inspired by the work of Jo Boaler and Elizabeth Cohen, and by the possibilities inherent within complex instruction to create a truly equitable environment in the secondary math classroom.

### The ideal candidate:

- Builds strong, supportive relationships with students and creates a purposeful, dynamic learning environment
- Works well on a team in close collaboration with others
- Is reflective and thoughtful about their practice, seeks feedback, and is excited to grow as a teacher and educational leader

### How we are different as a math team:

- We are seasoned math teachers with deep experience in teaching in Oakland. You will grow significantly/rapidly as a math teacher at Latitude.
- Our math teachers have been instructional coaches and have a track record of developing teacher talent. (Our math lead was on the original coaching team that Elena Aguilar describes in her book, *The Art of Coaching Teams*.)
- We build meaningful relationships with our students such that they feel safe to explore mathematics in new ways.
- Our classrooms are lively and nimble. We work to build powerful classroom culture where all kids internalize that everyone can excel in mathematics at the highest levels.
- We challenge our assumptions. Our commitment is to student understanding, and this drives all curricular and instructional choices. If something is not working, we reflect and adjust.
- We have a partnership with Stanford's Center for Assessment and Learning. Our math team receives weekly coaching and mentoring from experts in the field.

### Questions we are asking:

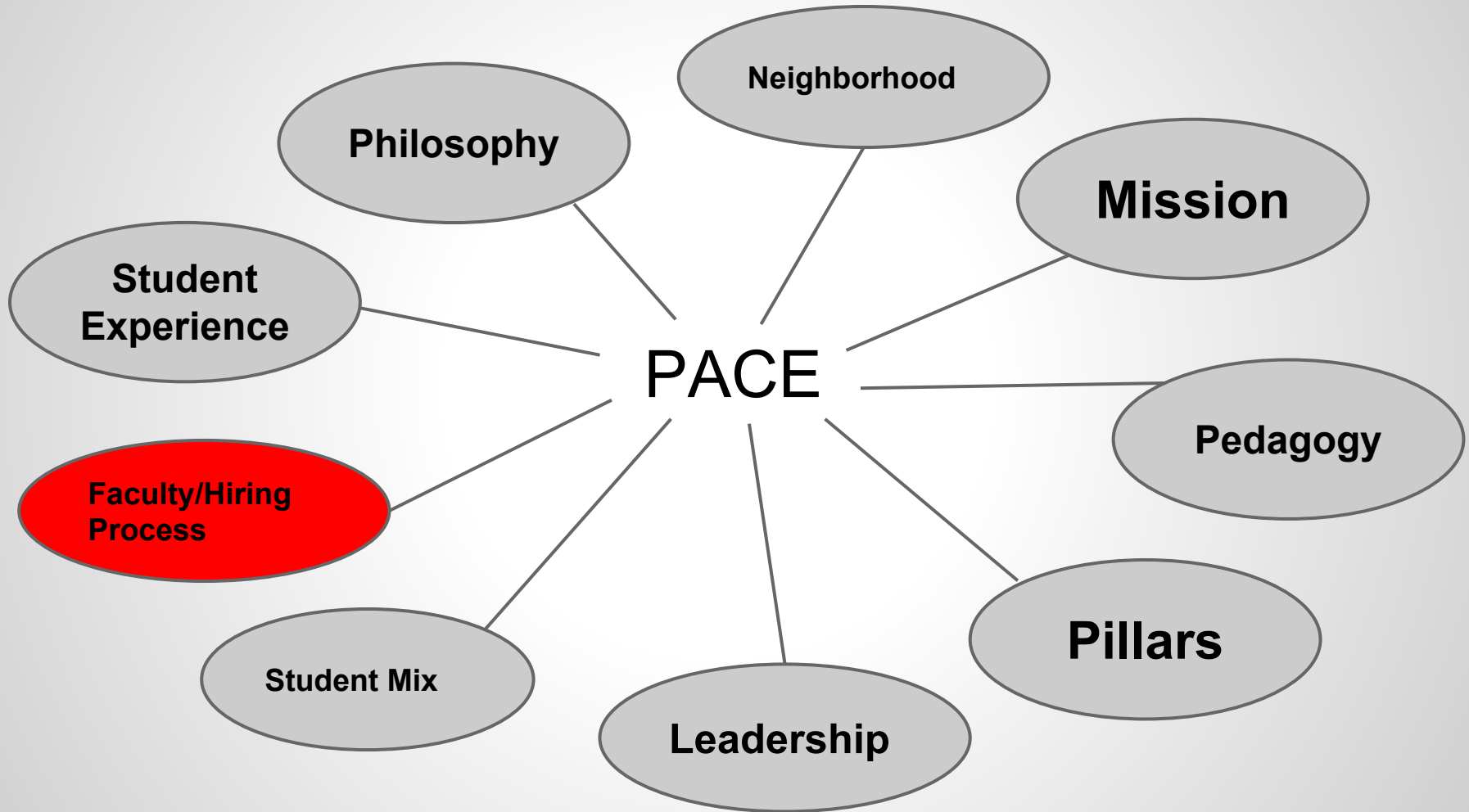
- How can we support kids in understanding mathematics as an interconnected language—not as a series of unrelated algorithms—and applying their learning flexibly in unique situations?
- What are the enabling conditions that lead to ownership of student mathematical thinking and demonstration of mathematical learning?
- What does it mean to create a truly equitable math learning environment driven by student interactions?

### About Our School

Latitude High School is an XQ Super School in Oakland, California, that thinks creatively about using the Bay Area as our extended classroom. Our students engage in hands-on and minds-on learning that connects them with local issues and changemakers, while expanding their skill sets as designers, communicators, and problem solvers. Our current team is composed of experienced educators from High Tech High in San Diego, as well as amazing educators with deep roots in Oakland. Our team laughs together, celebrates together, and collaborates deeply to build a school that nurtures the students *and* adults in our community.

To learn more about our school, check out our happenings on [Instagram](#) and [Facebook](#).

To apply, email your resume and cover letter to [jobs@latitudehigh.org](mailto:jobs@latitudehigh.org)



# Recruiting Teachers

- adults who have a passion for lifelong growth and enjoy (not are willing to, but **enjoy**) sharing their own experiences and learning from others.
- adults who **love** working with students from a holistic lens, and not just through traditional academic subjects
- “hire for disposition, train for skill”

# Recruiting Teachers

- NOT necessarily from the traditional teaching profession
- 5 step process including application, interviews, authentic teaching experiences, working with colleagues and guiding students

# Faculty/Hiring Process

Bodhi Academy, a charter school in Philadelphia, is a value-based high school that focuses on developing an intellectual and physical foundation for emerging world citizens. Core subjects (Math & Science, English & Humanities) are “chunked” and taught collaboratively. Math teachers at Bodhi Academy have a functional knowledge of basic secondary school Science material and are comfortable breaking down pre-existing curricular barriers between the two subjects. Dual certification is optimal but not required.

A potential applicant must be a lifelong learner willing to expand his or her boundaries. He or she should value experimentation, innovation, collaboration, mindfulness, and reflective practice. An applicant is preferably a world traveler, or aspiring world traveler, who values the ideas, customs, and worldviews of other cultures.

An applicant must also be willing to engage in student mentorship. All teachers mentor groups of students through advisory periods to track academic progress, facilitate world cultural exploration by connecting with student groups from other countries, and curate student democratic government processes. Teachers will also oversee and facilitate year-long student-led inquiry projects that make up the majority of our Friday schedule.