

EMPLOYMENT OPPORTUNITY

ADVANCED BEGINNER TEACHER

Job Description

POSITION SYNOPSIS

CERT School is a small alternative high school that uses an innovative curriculum design and career academy model centered on preparing students as responders to natural disasters and community emergencies. The school derives its name from Certifications and Emergency Response Training (CERT), and epitomizes the vision that every disconnected young adult can play a vital role when educated with the skills and credentials to help family, friends and neighbors in a crisis situation. Because many marginalized youth often observe violence, injury and unstable living conditions firsthand, they value learning how to assist those whom they care about most. Disaster response at CERT School is the frame to re-engage young adults in academics. The certifications, licenses and credentials CERT School students acquire to provide disaster relief are also the same qualifications employers seek in new hires for high-demand occupations. The Advanced Beginner Teacher plays a critical role in applying state-of-the-art instructional methods to structure course content for real world learning and achievement by CERT School students.

CERT School operates year round. Annual salary for Advanced Beginner Teachers at CERT School is \$40,000-\$45,000 based on qualifications and teaching experience; no benefits are included. Applicants should have previous teacher training and classroom instruction experience; preference will be given to candidates who possess or are in the process of attaining a Wisconsin middle/high school teaching license with teaching certification from an accredited post-secondary institution. To apply, please mail a cover letter and resume to: CERT School Administrative Office; 531 S. Water Street, #200; Milwaukee, Wisconsin 53204. A complete job description is available at www.greatlakesccc.org.

SCHOOL OVERVIEW

Every 26 seconds a student drops out of high school. The U.S. has more than 6 million young adults who dropped out of high school but are not yet ready to enter the workforce. America has a skills gap of more jobs available than people qualified to fill them.

CERT School is a new, small alternative high school designed as a hybrid career academy to prepare students with several nationally recognized, stackable industry certifications, licenses and credentials for high-demand occupations involved in disaster rescue, recovery and rebuilding of a community. CERT School prepares students to lead in emergency situations with the skills and knowledge that will protect lives. Throughout the process, young adults who previously left the school system without a diploma acquire middle-skill credentials for a wide range of occupations with strong earning

potential. Disaster responder training at CERT School fulfills content requirements for a high school diploma and jumpstarts students into careers. CERT School students complete a sequential curriculum of occupational courses embedded with the rigor of common core state standards to demonstrate applied learning and mastery of multiple core skills required for high school graduation by the Wisconsin Department of Public Instruction. It is ideal for individuals aging out of the traditional public education system, age 18 and older, because its curriculum features courses and hands-on learning practices that are often restricted for minors. CERT School is a year round program.

CORE VALUES

In the United States there is only one trained first responder for every 300 hundred Americans. Natural and man-made disasters are increasingly frequent phenomena. The first people to arrive to an emergency are likely to be neighbors, friends or family members. Irrespective of local, regional or international borders, CERT School imparts a neighbor-helping-neighbor philosophy that every person has a role to serve in a crisis situation. First responders have an ethical duty to serve those in need. Americans trust their lives to emergency personnel. As a disaster responder-in-training, every CERT School student pledges a similar oath of duty and is expected to serve with the moral precepts and character of a Good Samaritan to aid others.

EDUCATION PHILOSOPHY

Education must prepare students to become competitive in the employment marketplace, competent to secure a job with a livable wage, and capable of lifelong learning to succeed in a career. Inherent in this philosophy is instruction that qualifies students for admission into post-secondary education and advanced training, and elicits creative-thinking skills to generate innovative ideas and solutions.

To achieve these goals, CERT School must constantly seek resources that provide its students the newest and best methods for learning and application—those resources typically accessible only to individuals at the finest private schools both locally and from afar—to advance them to the forefront in their fields of interest. CERT School seeks for its teachers the capabilities to be able to perform authentic assessment of real learning taking place with state-of-the-industry equipment and technology. CERT School's strength is its ability to scan and mine for ideas and funding to bring innovations into the classroom, and to support its teachers with state-of-the-art resources.

GOVERNANCE

CERT School is the education delivery vehicle of the Great Lakes Community Conservation Corps (Great Lakes CCC). Every CERT School student is a member of the Great Lakes CCC, and commonly referred to as a Corps member. As a youth corps, the Great Lakes CCC features for all of its Corps members a combination of classroom education and experiential learning at real project sites. The organization was conceived by an assembly of 25 original Civilian Conservation Corps alumni enrolled during the

1930s who assembled a 75th anniversary reunion in 2008 to brainstorm solutions to the social and physical challenges in southeastern Wisconsin. Great Lakes CCC serves the Greater Milwaukee region of Kenosha, Walworth, Racine, Milwaukee, Waukesha, Washington and Ozaukee Counties. CERT School is governed by the education experts and practitioners of the Great Lakes CCC board of directors and its partner agencies.

The Great Lakes CCC operates as an AmeriCorps program. CERT School students are co-enrolled into AmeriCorps to earn up to 4 college scholarships valued at approximately \$1,200 each for their national service and training in disaster response, and CERT School uses dual enrollment into local technical college and university math and language arts classes to permit students to satisfy post-secondary admission requirements while still in high school.

STRENGTHS AND UNIQUE ATTRIBUTES OF CERT SCHOOL

CERT School is a direct beneficiary of the accomplishments of the Great Lakes CCC. The Great Lakes CCC is a nationally recognized urban youth corps program. It recently received a multi-year grant from the U.S. Environmental Protection Agency (EPA) to operate the Environmental Workforce Development and Job Training Program in Racine, Wisconsin. The National Fish and Wildlife Foundation recently awarded the Great Lakes CCC with a grant to unite urban and rural youth in service learning projects on islands in the Milwaukee estuary. The Great Lakes CCC is a sub-grantee to the Milwaukee County Parks Department where teams of CERT School students remove terrestrial invasive species under a multi-year grant with the U.S. EPA Great Lakes Restoration Initiative. Great Lakes CCC is an award recipient of grants from the Southeastern Wisconsin Watershed Trust (SWWT) and the Fund for Lake Michigan to engage young adults in monitoring the water quality at beaches and in tributaries throughout southeastern Wisconsin. The Great Lakes CCC is a member of the Lake Michigan Stakeholders executive committee, and the Chair of the Milwaukee Estuary Area of Concern Community Advisory Committee.

CAMPUS-SETTING AND LOCATION

CERT School is located in the former fire station at 1437 Marquette Street, located less than a ¼-mile distance from the North Beach area along Lake Michigan in the city of Racine. The Marquette Street site currently includes the training facility for pre-apprentices from under-represented populations who enroll into the First Choice Pre-Apprenticeship Training Program as a pathway into the building trades.

CERT School also features the staging and hands-on operation of a mobile facility modeled on a transitional Emergency Operations Center activated during a disaster response. Modular classrooms in portable, wireless trailers relocate frequently to new neighborhoods where students establish the logistical infrastructure for operational exercises and instruction.

EXTRACURRICULAR PARTICIPATION

CERT School faculty strive to place the onus on themselves and their students to achieve, accepting no excuses based on hours of sleep, income, zip code or other socio-demographic factor. Learning can take place anywhere at any time, and CERT School staff are expected to be always on the lookout for opportunities outside of the classroom to structure education for CERT School students. CERT School instructors have the opportunity to access learning activities and events after regular school day hours and on weekends to leverage student's co-enrollment into AmeriCorps for the national service scholarship. CERT School students' service to their community to earn post-secondary scholarships present CERT School instructors with content to initiate self-reflection among students, project-based group discussion and other exploratory material to reinforce core subject areas.

GENERAL OVERVIEW OF ADVANCED BEGINNER TEACHER FUNCTIONS

The ideal candidate will possess the qualities the Wisconsin Department of Public Instruction identifies in effective teachers under PI 34.02--an understanding of the disciplines he or she teaches and the ability to create learning experiences that make these aspects of subject matter meaningful for pupils; the ability to provide instruction to broad ranges of ability; adaptation of instruction for diverse learning needs--including those with disabilities and exceptionalities; use of strategies that encourage development of critical thinking, problem solving, and performance skills; effective use of instructional media and technology to foster active inquiry in the classroom; an organized and planned systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals; an understanding of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil; reflection as a practitioner to continually evaluate impact and outcomes of instructional style and delivery; and the integrity to act in an ethical manner to support pupil learning and fairness.

ESSENTIAL FUNCTIONS OF THE ADVANCED BEGINNER TEACHER

Instruction. The Advanced Beginner Teacher will teach vocational certification classes, remedial education classes and preparatory classes for the General Educational Development test, pre-apprenticeship exams, post-secondary admission tests and other life skills.

Specific teaching duties include:

- Prepare and/or follow daily prescribed lesson plans that establish clear objectives for all weekly units and projects;
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate;
- Incorporate technology within the classroom;

- Conduct classroom instruction, workshops and demonstrations that teach principles, techniques or methods to improve literacy and numeracy levels sufficiently to prepare students to pass vocational certification exams, GED tests, pre-apprenticeship exams, or post-secondary admission tests;
- Co-teach with other instructional staff;
- Develop an instructional curriculum that coordinates across and integrates content among CERT School vocational certifications and experiential/project-based learning activities;
- Assess student accomplishments and create a customized Individual Education Plan (IEP) for each student;
- Conduct formal and informal assessments to evaluate student learning, grade-level advances, and overall achievement toward the Individual Education Plan (IEP);
- Construct assessments that measure student mastery of CTE content, Common Core Standards/DPI learning targets, and pre-defined skills for graduation;
- Track and manage student progress, comprehension and mastery;
- Monitor and marshal student progress to complete milestones noted in the respective IEP;
- Distribute homework assignments and/or tutorial resources to Corpsmembers to improve academic abilities;
- Collect and monitor the completion of homework assignments previously assigned;
- Collect data to ensure timely reporting for internal and external use;
- Maintain accurate and complete records, progress and attendance reports;
- Observe and evaluate student's work to determine progress and make suggestions for improvement;
- Assist with contract reporting as needed;
- Differentiate instructional methods and curriculum strategies to best serve the learning styles of students;
- Prepare students for further education by facilitating after-hours supplemental instructional resources and encouraging them to explore additional learning opportunities;
- Collaborate with external service providers and retrieve appropriate records and information as necessary for maximum program enhancement;
- Assemble GED instructional materials for students, i.e. Corps members;
- Establish and enforce rules and procedures for maintaining order among students to manage classroom behavior and student participation;
- Enforce daily class schedule as well as program policies and procedures;
- Assist with the assignment of students to classroom education cohorts that attend class on Mondays-Fridays or Tuesdays-Fridays;
- Prepare and maintain an inventory of educational materials and instructional equipment;
- Provide coverage for other teachers as needed.
- Collaborate with other program staff to ensure communication and smooth program operations;
- Coordinate with other faculty staff for the daily assignment of students to experiential learning lab crews in the field;
- Assist management staff in planning, implementation, and evaluation of program services;

- Attend all staff meetings as scheduled;
- Maintain friendly, responsive, and professional communications with students, parents and non-traditional family members of students, staff, and program visitors at all times.
- Manage subordinates as resources to help accomplish objectives.

Curriculum Development. The Advanced Beginner Teacher will create and integrate curriculum among course offerings, formalize lesson planning, observe and instruct teachers with best instructional methodologies, integrate learning assessments into lesson plans and assist teachers with use of appropriate formal and informal assessments. Primary responsibilities include:

- Create curriculum for new course offerings to meet graduation skills competencies, WRISA accreditation requirements and Wisconsin Department of Public Instruction standards for high school students;
- Create lesson plans that integrate the Common Core Standards and Wisconsin DPI learning targets into the content for career and technical education (CTE) credentials, licenses and/or certifications;
- Integrate multiple opportunities within the lesson plans for students to demonstrate pre-defined skills required for graduation.
- Facilitate venues for distance learning to permit chronically absent students to access prior lessons and content:
 - A) implement flipped classroom and blended learning methods that utilize smart phones and other technology chronically absent students possess;
 - B) record and broadcast video lessons for viewing by chronically absent students;
 - C) research and implement other innovative strategies to bring lessons and content to students who are chronically absent.
- Collaborate with existing instructors to restructure curriculum content of existing courses to integrate state learning standards
- Assist existing course instructors with the integration of the revised curriculum;
- Integrate the curriculum for new course offerings and existing courses;
- Mentor other teaching faculty by providing instructional coaching about best practices for instructional delivery, content and student learning assessment.
- Observe teaching methods of existing course instructors and provide coaching to maximize instructional methodologies and best practices in conjunction with methodologies outlined in the curriculum and lesson plans;
- Facilitate the process of formal lesson planning among all course instructors, with an emphasis on lesson planning for differentiated instruction;
- Research and recommend resources for student assessment upon entry into CERT School, and institute departmental procedures to conduct recommended assessments;
- Institute formal and informal assessments into the lesson plans and teaching practices of existing course instructors and for new course offerings;
- Coordinate and expedite site visits to off-site locations to supplement curriculum content and classroom learning activities, e.g. site visits to environmental remediation projects associated with Great Lakes CCC's Hazardous Waste Operations and Emergency Response program, and field trips to local manufacturing companies associated with Great Lakes CCC's Industrial Arts program.

Youth Advisor. The Advanced Beginner Teacher will serve as the individual responsible to start the day with students by opening the facility, taking attendance and monitoring absences, leading physical training exercises, providing performance assessment updates and feedback, marshalling crew assignments, managing the daily achievements of students, and maintaining a safe and clean facility.

Primary responsibilities include:

- Unlocking and opening the facility to permit Corpsmembers to enter, sign in and punch in to start their training day;
- Retrieve and monitor telephone messages related to Corpsmember absences, Probation Officer site visits, etc.
- Prepare weekly timesheets and a weekly roster for attendance for Corpsmembers to punch in, sign in, and punch out at the beginning and end of the day, respectively;
- Monitor Corpsmember sign in and punch in;
- Compile and post Corpsmember attendance rates;
- Notify Corpsmembers about excessive absence rates that may jeopardize their standing in CERT School;
- Enforce suspensions and other disciplinary actions that limit the active participation of Corpsmembers in CERT School;
- Manage Corpsmember time off requests, early release requests, special site visit notification from Probation Officers, etc. to ensure appropriate and timely documentation;
- Lead morning Physical Training (P.T.) exercises and shared daily reflection;
- Facilitate sufficient seating and placement of Corpsmembers for classroom activities subsequent to morning PT/reflection;
- Prepare letters of support to judges, attorneys, Probation Officer notices, and other written correspondence to prevent re-incarceration of Corpsmembers at-risk;
- Conduct follow up and inquiries with Corpsmembers to validate absences, pending personal issues, etc.
- Intervene with Corpsmembers to resolve personal crises and other challenges exhibited at the time of arrival to CERT School in the morning;
- Compile and post weekly worksite performance rating scores and weekly classroom performance rating scores;
- Exhibit credentials acquired by individual Corpsmembers;
- Marshall Corpsmembers to their daily crew assignments during transition periods between classes;
- Coordinate the transport of Corpsmembers to respective project sites as necessary throughout the day;
- Conduct TABE tests and other academic proficiency assessments of new Corpsmembers;
- Allocate safety gear and uniforms to new Corpsmembers;
- Facilitate the purchase of steel-toed boots for new Corpsmembers, and the transportation of new Corpsmembers to WalMart or other retail outlets;
- Distribute replacement safety gear and uniforms to Corpsmembers, and record fees assessed to Corpsmembers for replacement gear and/or uniforms;

- Conduct in-house drug tests using the Redwood Toxicology protocol for urine samples, and facilitate the packaging and retrieval of specimen samples;
- Plan and implement bi-monthly all-Corps luncheons and holiday events;
- Expedite gift cards and other incentives for Corpsmembers and staff, in collaboration with the Great Lakes CCC President;
- Enhance the classroom environment with visual displays of photos and graphics of careers by occupation and job duty to orient Corpsmembers about role expectations;
- Connect Corpsmembers to support services for basic assistance necessary to ensure their successful completion and post-Corps success, e.g. transportation, mental health counseling, etc.
- Facilitate the use of Functional Behavior Analyses among all course instructors;
- Establish and monitor a process for conducting evaluations of IEPs of students upon entry into CERT School, as well as a process for conducting initial IEPs and subsequent IEP re-evaluations among existing students;
- Implement a master student performance tracking system to monitor and communicate individual student progress, progress toward attaining IEP goals, etc.;
- Monitor the due dates to conduct student IEPs and progress of individual students toward IEP goals;

Hiring Priorities, Qualifications and Requirements:

Qualified candidates will ideally have experience working with urban youth, youth of color, and traditionally underserved youth, as well as experience working in small schools and/or new schools. CERT School is looking for someone who is willing to think outside of the box in creating non-traditional, equitable educational opportunities that leverage CERT School's experiential learning resources for youth. CERT School goes to great lengths to recruit people who are flexible and resourceful, professional in their actions, and who have a strong sense of integrity. To work effectively with CERT School's students (Corps members) requires enthusiasm, patience, creativity, compassion and a strong desire to work with people. Those who apply must be capable of the physical and emotional demands of the position.

Ideal candidates will possess many—if not all—of the following qualifications:

- Experience as an instructional coach to mentor other teachers with best practices and professionally develop teaching faculty;
- Experience with 1:1 Computing, blended learning methods and the integration of technology into curriculum/lesson plans;
- Experience with the implementation of flipped classroom methods and delivery of distance education to remotely reach students outside of the classroom;
- Experience with the implementation of project-based learning and the use of Project Foundry or other software to measure student completion of tasks and skill mastery;
- Ability to map curriculum to integrate 12th grade level Common Core Standards into courses and lesson plans;
- Certification in Teachscape;
- Teaching experience, ideally in a small school or non-traditional setting;

- Licensed, certified middle/high school teacher, or in process of obtaining teaching certification as required by state law;
- Experience with curriculum development;
- Experience in individualized and group instruction;
- Experience teaching GED and adult education;
- Experience working with young adults, particularly out-of-school youth;
- Technology experience;
- Experience in data base reporting and tracking fulfillment of multiple Individual Education Plans (IEPs) at any given time;
- Demonstrated ability to work in a fast paced environment that is characterized by high expectations for individual as well as collaborative contribution and work that is clearly focused on student achievement of goals, grade-level advances, GEDs, higher education enrollment, or workforce development;
- Bachelor's Degree required;
- Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction;
- Excellent presentation, oral and written communication skills;
- A team player with a good sense of humor;
- Leadership and collaborative skills;
- Experience with management of personnel;
- Ability to establish and maintain effective working relationships with staff and citizens;
- Ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the position;
- High school leadership experience;
- Ability to work independently and responsibly;
- Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others;
- Demonstrated ability to set and achieve priorities, maintain schedules, and complete multiple projects simultaneously;
- Ability to apply common sense understanding to potentially technical situations;
- Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills;
- Ability to read, write and interpret documents such as grant agreements, curriculum guides, budgets, test results, labor contracts, grant applications, statutes and policies;
- Ability to understand and generate written memorandums, employee evaluations, and correspondence with business and public contacts;
- Ability to write routine reports and correspondence;
- Ability to speak effectively to individuals and groups;
- Passionate interest in the success of young adults;
- Proven counseling skills, and experience with student crisis/conflict interventions;
- Youth corps administrative experience is beneficial;
- Experience coordinating fee-service initiatives, educational programming, individual education plans of training participants, staff and individual crew member schedules, procurement procedures and management of fiscal resources preferred;
- Ability to test Drug-free;
- High degree of initiative;

- Valid driver's license, satisfactory driving record, and proof of auto insurance required.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this position, the employee is regularly required to sit, to stand, to walk, to go up and down stairs, to periodically operate small hand tools, powered equipment and vehicles for demonstration to Corps members, to use a telephone and to write. Occasionally the employee must lift and/or move up to twenty (20) or more pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

The Advanced Beginner Teacher will report to the President.

Work Year: Immediate – May 31; June 1 – July 31; August 1– May 31

To Apply

If interested, please send cover letter and resume to: Great Lakes CCC c/o President; 531 S. Water Street, Suite 200; Milwaukee, Wisconsin 53204.