

## **Part-Time A.P. Microeconomics Instructor – Rochelle Zell Jewish High School (SY 20-21)**

***(.10 FTE—one section in spring semester beginning on Tuesday, January 19)***

### **Who We Are**

#### Mission Statement

Rochelle Zell Jewish High School creates a culture of academic excellence that inspires our students to think critically, achieve their full potential, and live Judaism as responsible and involved citizens in the modern world.

#### General Information

Located 25 miles northwest of downtown Chicago, Rochelle Zell is a private, full-day, co-educational high school for students in grades nine through twelve. Rochelle Zell opened its doors as Chicagoland Jewish High School (CJHS) in 2001 to 26 students. Our current enrollment of 170 students is drawn from over 20 communities in the Chicago area and beyond.

Rochelle Zell offers a college preparatory program that combines a rigorous general studies education with a comprehensive Jewish studies education, supplemented by strong athletic and fine arts programs, and numerous extracurricular activities and leadership opportunities. Small classes and individualized instruction help students find their own voice, solve problems creatively, cultivate respect for individual differences, and develop a deep dedication to learning.

### **Who We're Seeking**

We are seeking a highly skilled, passionate Social Studies teacher to teach one section of AP Microeconomics in spring semester of the 2020-01 school year. This is a unique opportunity to join a highly professional faculty at a school that offers a robust and rigorous dual curriculum in General and Jewish Studies. At minimum, qualified candidates must have earned a bachelor's degree and hold a professional teaching license in their particular subject area.

### **Duties and Responsibilities**

Teachers report directly to their Department Chairs and work closely with the Dean of Faculty and the Academic Dean. Teachers are responsible for carrying out the following duties and responsibilities:

1. Planning and Instruction
  - Plans and delivers instruction based on clear, departmentally agreed upon course learning targets.
  - Uses a variety of instructional strategies based upon students' academic needs, adjusting/differentiating instruction accordingly.
  - Integrates a variety of appropriate instructional materials and technologies.
  - Incorporates explicit instruction in content-based literacy skills, learning strategies and higher level thinking skills.

## 2. Assessment

- Clearly communicates performance standards for excellent student work.
- Assesses student understanding using variety of formative and summative instruments aligned to course learning targets.
- Provides usable, timely, descriptive feedback to students on their work.
- Analyzes student assessment data to make instructional decisions and to reflect on lessons taught.
- Provides opportunities for students to assess their own work to monitor and to improve their learning.

## 3. Classroom Environment

- Establishes and maintains clear expectations for student conduct.
- Contacts parents and/or the Academic Dean to follow through if students do not remediate their misconduct.
- Engages students for the full period on appropriate learning tasks.
- Establishes respectful relationships (student/student, student/teacher) that support students' emotional and social development.

## 4. Content Knowledge

- Demonstrates subject knowledge and knowledge of the approved curriculum.
- Uses subject knowledge to help students make intellectual/spiritual connections among the core concepts and/or to their own lives.

## 5. Professional Growth

- Reflects on professional practice, and as a result, makes changes to improve instruction and student learning.
- Engages in educational opportunities/professional development that builds pedagogical and content knowledge.
- Collaborates with colleagues to enhance professional practice and curriculum.

## 6. Professionalism

- Demonstrates professional judgment, ethical conduct, and appropriate language/behavior with colleagues, students, and families. Follows policies contained in the Rochelle Zell Jewish High School Faculty Handbook.
- Follows school policies and procedures (e.g. takes accurate daily attendance, posts grades electronically in a timely manner, responds to parent email and phone calls) and performs duties in a professional manner.

### **Application Process**

- Please send a letter of intent and up-to-date resume to Roger Stein, Dean of Faculty [drstein@rzjhs.org](mailto:drstein@rzjhs.org)

### **Contract Dates**

Tuesday, January 19—Friday, May 28—Class meets 3-4 days per week for up to 56 minutes per session on alternate days of the week. Candidates must be available from 1:45—3:42 p.m.

**Compensation**

Based on degree and experience.