

Citizens of the World – Cincinnati

Founding Instructional Specialist – Reading

SUMMARY

Organization Overview

Our purpose at Citizens of the World Charter Schools (CWC) is to realize human potential by strengthening the bonds among us and developing true citizens of the world. In this work, we are guided by our core values of Excellence, Authenticity, Diversity, Community and Change, and our operating norms that reflect a commitment to personal and professional growth, including operating as learners, with curiosity, integrity and humility. The mission of Citizens of the World Charter Schools is to impact and expand the conversation about what an excellent education contains, requires and accomplishes. Citizens of the World schools challenge students to realize their full potential and thrive in a diverse society. We are public schools open to all, committed to serving diverse communities throughout the U.S. with schools currently in Los Angeles and Kansas City. We develop sophisticated thinkers who master content and have a courageous and compassionate sense of responsibility for themselves and others. Our schools are in strong demand. Our classrooms are challenging – and joyful – learning environments that engage children through fun projects tailored to their personal experiences, strengths and needs. Our teachers take the time to get to know each child as an individual. Because we focus on project-based learning, the Arts are an integral part of our curriculum. We empower children to think critically and learn to engage respectfully and productively with fellow students by developing their capacity to enter into and understand the lives of others. Our goal is for student “success” to include mastery of both content and emotions, so that students can meaningfully connect with each other, be part of any community, and courageously decide who they are in the world and how they want the world to be. For more information on Citizens of the World Charter Schools, please visit www.cwccincinnati.org. Because we seek to provide a racially, socio-economically, culturally, and diverse community of students in Cincinnati as an organization, we look for teachers who are committed to:

- Servicing a racially, socioeconomically, and culturally, diverse community;
- Developing students’ social and emotional skills to prepare them to become citizens of the world in an ever-changing future; and
- Promoting academic rigor through a constructivist, project-based learning approach, to support and develop children’s natural intellectual curiosity

CWC Cincinnati is launching in the fall of 2021 with grades Kindergarten and 1st in the Madisonville community. Our mission is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community. Our goal is

Citizens of the World – Cincinnati

Founding Instructional Specialist – Reading

for student “success” to include mastery of both content and emotions, so that students can meaningfully connect with each other, be part of any community, and courageously decide who they are in the world and how they want the world to be. Founding teachers are energized by the entrepreneurship and innovation possible in a brand-new school and are leaders committed to cultivating a school community deeply invested in our mission and core values. They have the entrepreneurial mindset and desire to be trailblazers, operating in the best interests of students.

Our core values are embraced by the entire community:

- **Excellence:** we demand lasting quality
- **Diversity:** we are better and stronger because of our differences
- **Authenticity:** we are our true selves in this work, and we are candid
- **Community:** we care deeply about people. We share and build partnerships. We celebrate, laugh, and seek joy, even in the tough times
- **Change:** we welcome the unknown, embracing the unexpected and new. We adapt to meet the ever-changing times. We find new ways.

Position Description

CWC teachers are driven and innovative educators who are energized by a unique charter school environment and have a deep commitment to diversity, equity, and inclusion. This role will work to support teachers and students to ensure that reading is accessible to students at CWC Cincinnati. This person will work to implement a high-quality, rigorous, and engaging academic program and have a passion for pedagogical practices grounded in constructivism, project-based learning, and the multiple intelligences theory. CWC fosters a creative and collaborative environment in which teachers grow as educators through ongoing coaching, observation, and feedback cycles while providing an excellent education to their students.

Responsibilities

- Serve as an intervention teacher for reading & English/Language Arts across K-1 grades, in a small group setting. Each year the school will grow and the role will include intervention supports for any student needing them
- Use an approach to teaching of reading and writing that includes, direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive to teach literacy when reading, writing, and spelling.
- Work collaboratively on an interventionist team to ensure shared strategies and a continuity of approach from K-1 and eventually K-6th grades.

Citizens of the World – Cincinnati

Founding Instructional Specialist – Reading

- Support the Director of Special Education and Reading Interventionist to develop a progress monitoring process for students in intervention.
- Support grade level teams with data from progress monitoring.
- Support IEP teams with data from reading intervention
- Collaborate with the school leadership team around the expansion of professional development opportunities and strategies specific to reading and English/Language Arts
- Support implementation of the ELA curriculum units in K-1 grades providing feedback to the division, observation and support to classroom teachers, and contributing to the development of integrated unit projects across grade levels.
- Support for ELA in remote-learning environment: In partnership with the Instructional Leadership Team, support implementation of the tools, structures, and assessments of ELA learning for all students across K-1 and eventually K-6th grades.
- Actively participate in regular professional development activities, both internal and external, such as regular classroom observations, reflective discussion of professional practice, professional readings, visit other classrooms and schools to observe colleagues, attend conferences, and offer trainings or workshops for colleagues in an area of expertise.
- Maintain frequent, sensitive, and effective communication with students, students’ families, colleagues, and other school stakeholders.
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Qualifications

The ideal candidate will have:

- A bachelor’s degree (master’s preferred) and
- Appropriate Ohio Elementary Teacher Certification (i.e. “B-3 Early Childhood Education” or “B-3 & 1-6 Elementary Education”); additional “Mild-to-Moderate CrossCategorical Disabilities K-12” and/or “Reading” endorsements preferred
- Training and experience utilizing the Orton Gillingham approach to reading and writing.
- Experience working with diverse populations, including English language learners and students with special needs
- Experience organizing and managing a student-centered classroom that includes age appropriate, culturally-responsive classroom management practices
- Experience with and passion for pedagogical practices grounded in constructivism, project-based learning, and the multiple intelligences theory; and in creating appropriate standards-based curriculum in accordance with these philosophies
- Experience developing caring classroom environments where instructional time is dedicated to community-building, conflict resolution skill-building, and empowering students to be peacemakers and agents for positive social change

Citizens of the World – Cincinnati

Founding Instructional Specialist – Reading

- Excellent communication/interpersonal skills as well as a desire to collaborate with various stakeholders to help develop a strong school community
- Maturity, humility, strong work ethic, sense of humor, and a can-do attitude
- Willingness to explore additional school responsibilities (before/after school care and classes, committee involvement, etc.); stipends may be available for such responsibilities.

Skills/Traits

The candidate must have:

- Unwavering commitment to diversity, equity, and inclusion individually and as a facilitator of learning in the classroom.
- Maturity, humility, strong work ethic, sense of humor, and a can-do attitude
- Personal investment in creating a classroom in which social emotional learning is the foundation of the culture.
- Belief and willingness to ensure that all students can learn and achieve at high levels.
- Strong communication skills, verbally and in writing, and ability to effectively use those skills with a diverse audience.
- Experience working with diverse populations, including English language learners and students with special needs.
- Excitement about learning and implementing new teaching methods and effective practices that are aligned to the CWC model and positively impact student success.
- Excellent collaboration and interpersonal skills, finding joy in working with others.
- Ability and openness to accept and give constructive feedback around improving professional practices and student-related data.

Interested applicants should email a resume and cover letter. In your letter please include:

1. A description of your experience/accomplishment working with youth.
2. Why you are interested in working at CWC Cincinnati
3. Your short, medium, and long-term professional plans/aspirations

Please email a cover letter and resume to recruitment@cwcschools.org with the email subject line title: "Reading Specialist".