

**Joe Shoemaker School**  
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Denver, CO 80231  
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<http://shoemaker.dpsk12.org/>

## **2017-2018 Job Postings**

### **School Overview**

Joe Shoemaker School is in its second year and is growing quickly. Shoemaker is a neighborhood school with Innovation Status in the Denver Public Schools system. Located in the southeast corner of Denver, Shoemaker serves a socially, economically and linguistically diverse community. As an innovation school, Shoemaker is guided by two main educational tenets. The first is environmental education where teachers implement place-based education and the Awareness to Action model. The second is EL Education (formerly Expeditionary Learning) partnering us in a national network of over 200 schools. As a network, we believe when students have completed their academic career and entered adult life, they'll be judged not by performance on basic skills tests, but rather, by the quality of their work *and* the quality of their character. This premise serves as the foundation for EL Education's overarching vision of increasing student engagement and elevating and expanding student achievement.

### **Open Positions:**

Shoemaker is hiring for the following positions for the 2017-2018 school year.

- 4th & 5th Grade ELA-S Crew Leader
- 4th & 5th Grade ELA-E Crew Leader
- 2nd & 3rd Grade ELA-S Crew Leader
- 2nd & 3rd Grade ELA-E Crew Leader
- ESL Resource Teacher
- ECE/Kindergarten&1st Grade ELA-E Crew Leader\*
- 2nd & 3rd Grade Moderate Needs/ Intervention
- Physical Education
- Cross Categorical Special Education
- Special education Teaching Assistant/Paraprofessionals
- General Education Teaching assistant/Paraprofessionals

### **Ideal candidates will:**

- Have a minimum of three years teaching experience.
- Have experience with EL Education.
- Have experience with Environmental Education.
- Possess a Colorado Teaching Certificate or equivalent.

- Be knowledgeable in child development and best practices for teaching.
- Have proven effectiveness and passion for leading students from diverse backgrounds to significant academic gains.
- Demonstrate a proven ability to contribute to a high performing team, along with strong communication and interpersonal skills..
- Have experience with experiential learning, project based learning or other inquiry or investigation-based teaching and learning models.
- Demonstrated commitment and dedication to continue professional development and rigorous coaching with the use of data as evidence of growth.
- Possess a demonstrated ability to effectively work with a socially, ethnically and economically diverse community, in both formal and informal settings.

## **Primary Responsibilities**

### **Curriculum Implementation And Curriculum Design.**

Teachers will implement expeditions based on EL Education's modules, with a focus on best practices for students, differentiated and sheltered instruction, student engagement, high quality final products, and the ability to modify curriculum. Crew leaders will also be expected to design, develop, evaluate, and modify curriculum (expeditions) that meet the aforementioned qualities and also aligns with Colorado Academic Standards (CAS) and Common Core State Standards (CCSS) standards as well as the Shoemaker code. The following elements are required in curriculum design.

- **Standards:** Colorado Academic Standards and Common Core State Standards standards will be addressed through literacy-integrated content, projects and guiding questions of an expedition.
- **Compelling topics and impactful understandings:** Expeditions rich in content motivate students to have wonderful ideas and become experts in their studies, motivating them to share their learning not just with their families but with the broader community.
- **Guiding Questions:** Guiding questions are addressed and revisited throughout an expedition.
- **Student Products:** Products are designed to motivate students and demonstrate their understanding of content and skills as well as their commitment to high quality work. Final projects and students learning are shared in public exhibitions of learning.
- **Service:** Service learning is an integral part of many expeditions, investigations, and final products. All service learning projects must meet an authentic community need.

- Assessment: A variety of formal and informal assessments are used to determine if students are meeting standards and develop next steps.

Crew Leaders work with other lead teachers to review and critique their Expeditions.

### **Instruction**

Teachers will be expected to consistently use instructional practices that are engaging, and promote equity and high expectations through:

- Effective instructional practices utilized to make learning come alive.
- Ensuring consistent, active student participation, providing for high-levels of engagement and frequent checks for understanding.
- Reading and writing instruction across disciplines.
- Utilizing inquiry based approaches. Learning involves understanding concepts, grasping procedures, and applying them to real life contexts.
- Expeditions are taught using inquiry-based methods that focus on big ideas, guiding questions, and high-quality student work.
- Utilizing effective assessments to analyze student work, provide evidence of student thinking and progress to plan instruction.
- Teach students how to take responsibility for, reflect upon, and understand their own learning.
- Work with special education staff to meet the needs of students with IEP's , 504's, and other interventions as necessary.

### **Culture and Character**

Plan and facilitate daily crew meetings that develop and support the culture and character of the entire classroom and school-wide crew.

Commitment to character is fostered through challenging academic work, service learning, and the expectation that students care for themselves, each other, and the environment. To ensure that this happens, lead teachers will:

- Support a school-wide culture and focus on character through practices that bring the community together, promote shared understanding, encourage all community members to become crew, not passengers.
- Planning and teaching character in daily crew lessons with the same rigor and fidelity as all other subject areas. Crew lessons require curriculum mapping, long and short-term learning targets, methods for assessment and tracking growth.
- Demand equity for all of their students by having high expectations as demonstrated through creating and adapting structures to ensure that all students have access to comprehensive and challenging curriculum.
- Develop a professional community by sharing expertise and seeking the expertise of colleagues, building background knowledge in a variety of disciplines, and modeling collaborative learning for students.

- Make use of effective classroom management practices and communicate with families about behavior successes and issues as they arise.
- Make families welcome, know them well, engage them actively in the life of the school, and communicate regularly with them.

### **Supervision**

- Effectively supervise any teaching assistants, paraprofessionals, interns, and parent volunteers to support and improve instruction, character development, and crew culture for all students.
- Provide oral and written performance appraisals at the end of year for teacher assistants, paraprofessionals, and interns when appropriate.

### **Salary**

Salary and benefits follow the Denver Public Schools salary scale. Signing bonuses of up to \$5,000 are currently available for qualified candidates.

### **Hiring Process**

The Joe Shoemaker School hiring process may involve the following: resume review, phone interviews, in person interviews, teaching demonstrations, group interviews, video responses, background screenings and reference checks. To begin the hiring process, please send a letter of intent and resume to [christine\\_fleming@dpsk12.org](mailto:christine_fleming@dpsk12.org)

Thank you for your interest in Joe Shoemaker!