

Avondale Meadows Academy

Intervention Teacher - Upper Elementary

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Located in one of Indianapolis's most underserved communities, Avondale Meadows Academy (AMA) is a tuition-free, K-5 public charter school currently in its tenth year in operation. We are a diverse collection of families, educators and volunteers committed to equipping our students with the strongest possible preparation for success in Indianapolis's most demanding, college-preparatory middle and high schools.

AMA employs a rigorous and engaging curriculum aligned to state standards as well as the *Core Knowledge* scope and sequence of learning topics. Our teachers use a wide breath of effective instructional strategies, innovative tools and technology and a variety of services to challenge and support students to meet ambitious academic goals. We find creative, engaging ways to involve parents in our work helping students build not only their academic skills but also habits of curiosity, kindness, focus and persistence essential to college and life success.

We benefit greatly from the continued support of this foundation as well as collective knowledge and resources of a broad array of local leaders committed to "making magic in the Meadows," the neighborhood we are working to transform through the power of great schools.

The Position

AMA is looking for a skilled, knowledgeable teacher dedicated to helping all students succeed in our school. This person will work within a team of teachers at each grade level, helping all students achieve rigorous learning standards. The overall schedule or day of our Intervention Teachers will vary by grade level; however, on whole, our Intervention Teachers' mornings will focus primarily on helping students – especially those that are well below grade or well above grade level – make ample progress on measures of reading development. Our Intervention Teachers will develop targeted lessons aligned with the overall classroom objectives and work with guided reading groups to meet specific learning goals.

In the afternoon, Intervention Teachers (IT's) will serve as both the lead and secondary teacher, depending upon the specific subject and learning objectives of that day. As the lead teacher, the IT will be responsible for designing and implementing specific lessons in math, as well as decide upon effective ways to make optimal use of the secondary teacher in the room to aid in re-teaching, review and extra support. As second teacher, IT's will lend differentiated support for students who need extra help in achieving the lesson's objectives and overall performance goals or require challenging enrichment activities to ensure they keep learning.

Finally, at different points in the academic week or day, Intervention Teachers at CFA will also assume full responsibility for classroom lessons in the event that the classroom's regular teacher must step out of the classroom. For instance, classroom teachers may step out on a weekly basis to observe a colleague, meet with parents or other team members, or prepare a special lesson. In each case, our Intervention Teachers – with, in most cases, at least a day's preparation or "warning" – will step up and assume responsibility for students' mastery of the lesson's objectives. The goal, in the end, is that our students experience a seamless instructional program, while affording all teachers sufficient time and flexibility to strengthen their skills and lessons through effective planning, continuous assessment and regular collaboration.

Finally, as critical members of our overall team, every staff member regularly assumes responsibility for welcoming students as they enter each day, coordinating school events, assisting with supervision, and generally fulfilling a range of responsibilities to help keep our building a safe, inviting and supportive place to learn. Intervention Educators will be expected to take on these various responsibilities and be an important part of our efforts to deliver a high quality education to every student in our school.

Qualifications

The ideal candidate for this position will meet the following qualifications:

- A college degree as well as a teaching license (or enrollment in a licensing program)
- Experience working with children, especially students who have struggled to build the academic skills fundamental to school success
- The management tools and the temperament necessary to provide diverse students at varying skill levels with a safe, supportive environment to grow and do their best work
- Experience involving families (parents, grandparents and guardians) as well as the community in support of children's academic and social development
- Excellent writing and overall communication skills
- A cooperative, energetic disposition and capacity to work in concert with a team
- The capacity to work in a fast-paced, collaborative environment relentlessly focused on high standards and achieving ambitious goals for our young students

*Salary for this Position: \$28,000-\$34,000 (based on experience)
(197 work days, July 20, 2015 - June 1, 2016)*

To apply for this position, submit the following:

- Letter of interest
- Current resume and supporting materials
- At least three (3) professional references (including a former or current supervisor) along with three (3) letters of recommendation

Search Process Will Continue until Suitable Candidate is Selected

Start Date: July 18, 2016

If interested, submit material to:

**Avondale Meadows Academy
c/o Kelly Herron, School Director
3980 Meadows Drive
Indianapolis, IN 46205
www.avondalemeadowsacademy.org**

**Questions of interest or clarification of this position should be directed to:
kherron@avondalemeadowsacademy.org.**