

Job details

Cunningham Charter School is a tuition-free charter school that provides the best education for underprivileged students. It's our goal to help all of our students succeed in academia, the working world, and in their personal lives.

We're looking for a full-time world history teacher to inspire and educate students. If you love immersing your class in stories from the past and imparting meaningful lessons regarding morality, mortality, and the inevitability of change, you'll fit right in at Cunningham. You'll start teaching one full-time class on August 1st for our summer academy and begin full-time fall classes on September 25th. We can't wait to work with you!

About us

Cunningham Charter School is changing academia one graduate at a time. From grades K-12, our teaching philosophy is to teach a mile deep rather than a mile wide. At Cunningham, our greatest assets are our faculty and staff members. That's why we fundraise for yearly educational opportunities/conferences to bring the latest teaching strategies back to our classroom. We'll do whatever it takes to prepare the next generation for success.

Responsibilities

- Create and implement world history curriculum, starting with Mesopotamia and continuing through the modern era
- Teach central concepts with each lesson, relating facts to current situations or universal themes
- Create, deliver, and score assignments, homework, and tests promptly
- Manage classroom according to Cunningham rules and regulations
- Monitor student behavior and follow Cunningham guidelines for underperforming or unruly students, starting with a one-on-one conversation and parent intervention
- Provide individualized attention for all students, offering encouragement, support, and advice as needed
- Adjust teaching strategies based on student performance in the classroom
- Maintain and update all records and files for students and families as needed

Benefits

- Salary range from \$42-94K, depending on experience
- Medical, dental, and vision insurance
- 403(b)
- Paid time off (including DOE holidays) and parental leave
- Yearly free tickets for The Science of Teaching conference

Qualifications

- Bachelor's degree in education or English
- NYS Teacher Certification
- National Board Certification
- Over 4 years teaching experience (preferably high school)
- U.S. work authorization
- Must pass a state and federal background check
- Proficient in Google Classroom and Google Suite
- Strong written and verbal communication skills
- Expertise in subject matter
- Friendly and empathetic personality

Teaching Description And Analysis

M Lipman



Teaching Description And Analysis:

Teaching: Description and Analysis John B. Hough, James K. Duncan, 1970 **Approaches and Methods in Language Teaching** Jack C. Richards, Theodore S. Rodgers, 2001-04-09 In addition to the approaches and methods covered in the first edition this edition includes new chapters such as whole language multiple intelligences neurolinguistic programming competency based language teaching co operative language learning content based instruction task based language teaching and The Post Methods Era Teaching Human Development for Educators M Cecil Smith, Carlton J. Fong, Russell N. Carney, 2024-01-01 In an age where the quality of teacher education programs has never been more important educators need a fundamental understanding of human growth development and change at different ages and stages across the life span The present volume draws upon the latest research to help teacher preparation instructors select and convey essential content on human development Such efforts serve to prepare education professionals to work with infants children adolescents and adults across diverse educational settings The chapters included in this volume summarize empirical research that supports the teaching of human development as it applies to PreK 12 and postsecondary settings describe instructional practices used in college courses that are effective for teaching teachers in training about human development and provide a systematic discussion of issues that influence the teaching of human development theories research and classroom applications The contributing authors are accomplished educational and developmental psychologists that have years of experience in teacher preparation Their respective chapters provide insights into the challenges that teachers in training confront in learning about human growth and development and how novice teachers can apply knowledge of human development in their professional practice *Classroom Discourse Analysis* Betsy Rymes, 2015-12-07 This second edition of Classroom Discourse Analysis continues to make techniques widely used in the field of discourse analysis accessible to a broad audience and illustrates their practical application in the study of classroom talk ideal for upper level undergraduate and graduate students in discourse analysis applied linguistics and anthropology and education Grounded in a unique tripartite dimensional approach individual chapters investigate interactional resources that model forms of discourse analysis teachers may practice in their own classrooms while other chapters provide students with a thorough understanding of how to actually collect and analyse data The presence of a number of pedagogical features including activities and exercises and a comprehensive glossary help to enhance students understanding of these key tools in classroom discourse analysis research Features new to this edition reflect current developments in the field including increased coverage of peer interaction in the classroom greater connecting analysis to curricular and policy mandates and standards based reform movements sample excerpts from actual student classroom discourse analysis assignments a new chapter on the repertoire approach an increasingly popular method of analysis of particular relevance to today s multilingual classrooms Handbook of Research on Professional Development for Quality Teaching and Learning Petty, Teresa, Good, Amy, Putman, S. Michael, 2016-06-16 As

educational standards continue to transform it has become essential for educators and pre service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations However there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process Focusing on teacher effectiveness and support provided to current and pre service educators this publication is a comprehensive reference source for practitioners researchers policy makers graduate students and university faculty Understanding History Teaching Chris

Husbands, Alison Kitson, Anna Pendry, 2003-09-16 Understanding History Teaching is an enjoyable read with a logical and flowing structure It lives up to its goal of appealing to both academic and professional readers with both academic depth and real insights and opportunities for the professional teacher to draw from It presents its data and interpretations in a manner which does not avoid the issues revealed within the research but has an uplifting effect on the reader and leaves them feeling optimistic about the quality of History teaching in UK secondary schools Robert Wyness Student De Montfort University Leicester UK Why do we teach and learn about the past How is history taught in schools What are the influences on the way teachers teach and pupils learn about the past History is one of the most ideologically disputed of school subjects Over the past generation the subject has experienced fundamental changes in content pedagogy and approach This book is the first detailed account of the way history is taught in schools to be published for 30 years Drawing on fieldwork in comprehensive schools and on research studies worldwide the authors pose fundamental questions about the way teachers teach and learners learn They consider its purposes on teaching about the past in a world of accelerating change The book sets out to explore the realities of classroom history teaching and to offer pointers for the development on the subject in a new century

Recruiting, Preparing, and Retaining STEM Teachers for a Global Generation ,2019-05-27 There is a critical need to prepare diverse teachers with expertise in science technology engineering and mathematics STEM with the skills necessary to work effectively with underrepresented K 12 students Three major goals of funded STEM programs are to attract and prepare students at all educational levels to pursue coursework in the STEM content areas to prepare graduates to pursue careers in STEM fields and to improve teacher education programs in the STEM content areas Drawing upon these goals as the framework for Recruiting Preparing and Retaining STEM Teachers for a Global Generation the 15 chapters contained herein highlight both the challenges and successes of recruiting preparing and sustaining novice teachers in the STEM content areas in high need schools Recruiting retaining and sustaining highly qualified teachers with expertise in STEM content areas to work in hard to staff schools and geographic areas are necessary to equalize educational opportunities for rural and urban Title 1 students High teacher turnover rates in combination with teachers working out of field leave many students without highly qualified teachers in STEM fields Most of the chapters in this volume were prepared

by scholars who received NSF funding through Noyce and are engaged in addressing research questions related to these endeavours Contributors are Lillie R Albert Cynthia Anhalt Saman A Aryana Joy Barnes Johnson Lora Bartlett Brezhnev Batres Diane Bonilla Patti Brosnan Andrea C Burrows Alan Buss Laurie O Campbell Phil Cantor Michelle T Chamberlin Scott A Chamberlin Marta Civil Lin Ding Teresa Dunleavy Belinda P Edwards Jennifer A Eli Joshua Ellis Adrian Epps Anne Even Angela Frausto Samantha Heller Karen E Irving Heather Johnson Nicole M Joseph Richard Kitchen Karen Kuhel Marina Lazic Jacqueline Leonard Rebecca H McGraw Daniel Morales Doyle Sultana N Nahar Justina Ogodo Anil K Pradhan Carolina Salinas David Segura Lynette Gayden Thomas Alisun Thompson Maria Varelas Dorothy Y White Desha Williams and Ryan Ziols

Teaching the Moral Leader Sandra J. Sucher, 2007 Teaching the Moral Leader is a comprehensive practical manual to help instructors integrate moral leadership in their own courses drawing from the experience and resources of the Harvard Business School course The Moral Leader an MBA elective taken by thousands of HBS students over nearly twenty years Using this guide s background material detailed teaching plans and online materials instructors will be well prepared to lead their students in the study of this vital and important subject

Best Practices in Online Teaching and Learning across Academic Disciplines Ross C. Alexander, 2017-10-17 Online teaching and learning has surged in recent years and faculty who normally teach in face to face settings are increasingly called upon to teach blended hybrid and fully online courses Best Practices in Online Teaching and Learning across Academic Disciplines provides insights from experienced university teachers and scholars across multiple disciplines including social sciences humanities natural sciences mathematics and professional programs such as nursing education and business administration who share innovative practices pedagogies and instructional design techniques This work highlights and features effective practical innovative and engaging best practices and approaches in online teaching and instructional design that can assist university faculty members and teachers course designers and developers and administrators invested and involved in online education Using a common theme and structure each chapter is co authored by faculty members possessing a wealth of experience and credentialing in online teaching and instructional design in the relevant discipline or sub discipline Chapters include best practices approaches and techniques within the discipline as well as relevant innovative and specific tools and strategies that improve student engagement and outcomes The book will appeal to faculty members and administrators in higher education teaching or designing online courses or entire online curricula as well as instructional design staff working with and training faculty Readers will be especially interested to discover lessons about how contributors have successfully taught and designed courses in disciplines not typically associated with online learning such as mathematics composition writing drawing hard sciences and speech among others Distributed for George Mason University Press

Handbook of Multilingual TESOL in Practice Kashif Raza, Dudley Reynolds, Christine Coombe, 2023-03-21 This book presents exemplars of multilingualism in TESOL worldwide It incorporates essential topics such as curriculum development classroom instruction

materials creation assessment and teacher training where TESOL and multilingualism co exist and co develop The wide ranging and international collection of chapters is written by leading researchers in multilingualism and TESOL from around the world This handbook provides unique insights into a range of practical approaches to promote local indigenous and national languages in English language classrooms across a range of instructional programs in various geographical contexts The book is divided into six sections Part 1 presents curricular and principle based approaches to multilingual TESOL in ESL EFL classes Part 2 includes chapters that showcase how diverse teachers bring multilingual TESOL to their classrooms Part 3 discusses the challenges of teaching multilingual TESOL and how educators address them in their contexts Part 4 provides activities and materials to support local languages in TESOL classrooms Part 5 addresses assessment issues in multilingual TESOL Part 6 includes initiatives and examples to prepare TESOL teachers to promote multilingualism in ESL EFL classrooms

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Teaching Description And Analysis Introduction

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