2016 Materials for Undergraduates
Applying for the Position of **Core Academic Teacher**
Teaching Session: June 15-July 29, 2016

**Submitting an Application to Teach at Aspire**

**Phase 1: Written Application**
To begin the process, you must send a resume, written application, two letters of recommendation, and an official transcript to the Aspire office. The application deadline is **February 12, 2016**.

**Phase 1 Checklist (materials due in the Aspire office by 2/12/2016)**
- [ ] Resume
- [ ] Written Application
- [ ] Transcript
- [ ] Recommendations (2)

**Phase 2: Telephone/Skype Interview (February 12-March 12, 2016)**
Some candidates are selected as finalists and are invited to interview over the phone or by Skype. These interviews are scheduled in advance and typically last about 45 minutes. In some cases, a second interview may be scheduled. Core Academic Teachers are selected from that group of interviewees.

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**Aspire Program Calendar 2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 12</td>
<td>Core Academic Teacher Application Deadline</td>
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<tr>
<td>Feb 12-March 12</td>
<td>Interviews</td>
</tr>
<tr>
<td>June 15 - 21</td>
<td>Faculty and Staff Orientation</td>
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<tr>
<td>June 22</td>
<td>Opening Day for Students</td>
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<tr>
<td>July 4</td>
<td>Program Closed</td>
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<tr>
<td>July 27</td>
<td>Closing Day for Students</td>
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<tr>
<td>Julv 29</td>
<td>Closing Day for Faculty</td>
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</tbody>
</table>

**The Aspire Program**
Hathaway Brown School
19600 North Park Blvd.
Shaker Heights, OH  44122
216-320-8776 (phone)
aspire@hb.edu
www.hb.edu/aspire
What to Consider When Applying to Teach at Aspire-Core Academic Teacher

Commitment: Candidates must be available to work the entire session, Monday through Friday from 8:15 a.m. to 4:30 p.m. The program runs from June 15-July 29, 2016. (Aspire is closed for the 4th of July.) Attendance at two or three evening events during the summer is also required. Significant time outside of the school day is typically required for designing lessons, planning classes, and assessing student work.

Eligibility: Core Academic Teacher positions are open to current college sophomores, juniors, and seniors, with consideration of freshmen who have significant teaching and/or youth mentoring experience.

Compensation: Stipends begin at $2,000.

Housing and Transportation: Core Academic Teachers at Aspire must secure their own housing for the summer, but we will support you with the search. Hathaway Brown School is accessible by public transportation; however a car is preferable given the work schedule.

Description of the Core Academic Teacher Position

Description of the Core Academic Teacher Position

1. Teaching an Academic Class - Core Academic Teachers are responsible for implementing creative, engaging classes that support the academic needs of middle school girls. They design, plan, and teach three sections (approximately 12 students in each) of language arts, science, social studies, or math. While mentored by an experienced teacher, Core Academic Teachers are the “lead teachers” in the classroom. Core Academic Teachers fulfill all responsibilities associated with teaching classes, including:
   - selection of specific activities;
   - class planning & preparation; and
   - student assessment (including written comments about student growth).

   All Core Academic Teachers also work on collaborative grade level teams to design and execute leadership seminars. Core Academic Teachers who teach eighth grade are also expected to collaborate to design and implement weekly half-day leadership seminars and to participate in an overnight trip to Dearborn, Michigan.

2. Teaching a Workshop - Core Academic Teachers share their expertise and personal interests in afternoon workshops of their own design. Offerings such as dance, drama, foreign language, visual arts, entrepreneurship, and robotics broaden students’ exposure by covering a wide range of topics not often covered in most middle schools.

3. Related Responsibilities - Core Academic Teachers offer/supervise daily student choice period, help with Olympics and Talent Show, and mentor a family group of 8-9 girls. They also are involved in the supervision of lunch and field trips.

4. Faculty Meetings and Events - All Core Academic Teachers are required to attend Faculty Orientation and Program Evaluation days as these are critical training and team building periods. Attendance at a few special events outside of the school day (Family Night and Closing Ceremony, for example) is also expected. Additionally, college students attend daily staff meetings regarding teaching, program details, and student progress throughout the summer.
CORE ACADEMIC TEACHER APPLICATION 2016
Due February 12, 2016. Type or print neatly in black ink. You may use separate pieces of paper but be sure to put your name on each sheet.

Section 1: Applicant Information

Part A: Contact Information

Name ________________________________________________________________

College _____________________________________________________________________________________

Year (circle one)  
Senior  
Junior  
Sophomore  
Freshman -(considered under special circumstances)

Are you authorized to work in the United States? (circle one)  Yes / No

Are you or will you be CPR certified by June 2016? (circle one)  Yes / No

Do you have a personal laptop computer that you can use during the summer session? (circle one)  Yes / No

If yes, is it a (circle one)  PC  Mac  Other ________________________________

Mailing Address __________________________________________________________________________________________

________________________________________________________________________________

Telephone __________________________  Email __________________________

Permanent Address __________________________________________________________________________________________

________________________________________________________________________________________

Permanent Telephone __________________________  Date of Birth __________________________

Sex (check one)  F  M

The Aspire Program is interested in working with a diverse population. Please check the box(es) that most accurately reflects the racial or ethnic group with which you identify. We recognize that this list is not all-inclusive and hope that you will use “other,” when appropriate.

Asian American  Hispanic/Latino/Latina  Black  Other

☐ Chinese  ☐ Caribbean  ☐ African  ☐ Biracial/Multiracial

☐ Japanese  ☐ Central, South American  ☐ African American  ☐ Caucasian, White

☐ South Asian  ☐ Mexican, Chicano/Chicana  ☐ West Indian, Caribbean  ☐ Native American Indian

☐ Korean  ☐ Puerto Rican  ☐ Other _________  ☐ Other _________

☐ Pacific Islander  ☐ Other _________

☐ Southeast Asian

☐ Other _________

Have you ever applied to work at Aspire? (circle one) Yes/ No  If so, when? __________________________

Are you an Aspire alumna? (circle one) Yes/ No  If so, Aspire Class of __________________________

Part B: Resume

Please attach a current resume which describes activities and experiences.
## Section 2: Academic Teaching Preferences

### Teaching Preferences
Below please rank the academic subjects you would like to teach at Aspire (in order of preference, #1 = first choice). Omit the subjects you would prefer not to teach. Please note that the descriptions included below are intended only to guide overall themes of each course. Core Academic Teachers at Aspire select and implement specific activities.

Name: __________________________________________

<table>
<thead>
<tr>
<th>Math Course - Themes</th>
<th>Science Course Themes</th>
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<tbody>
<tr>
<td><strong>Sixth Grade Math—Relationships</strong></td>
<td><strong>Sixth Grade Science—The Human Body</strong></td>
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<td>The sixth grade math course uses project-based math to explore the “language of math”, and the relationship between fractions and decimals and/or ratios and proportions. Students will participate in hands-on activities, reviewing the basic operations while working with peers to solve problems both inside and outside the classroom.</td>
<td>This class is focused on understanding how the body works by examining different organ systems. Students explore the human body through various experiments over the course of the summer, helping students better understand how their own bodies function.</td>
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<tr>
<td><strong>Seventh Grade Math—Problem Solving</strong></td>
<td><strong>Seventh Grade Science—Environmental Science</strong></td>
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<tr>
<td>The seventh grade math course uses project-based math to reinforce number sense and basic operations. Students will take an active, hands-on role in exploring practical applications of math concepts while refining problem-solving skills.</td>
<td>The focus of seventh grade science is the environment. The class will focus on the ways that humans impact soil, water, and air and how they can reduce their negative impact through sustainable living through a series of labs, lectures, and activities. Students come away with a better understanding of their environment and their role in preserving it.</td>
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<tr>
<td><strong>Eighth Grade Math—Financial Literacy</strong></td>
<td><strong>Eighth Grade Science—Building Challenges</strong></td>
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<td>The course focuses on real-life financial simulations in order to extend essential concepts of pre-algebra. Students take an active hands-on role in collecting, describing, and interpreting data and develop an appreciation for the power of mathematics in their daily lives.</td>
<td>Students study basic science concepts while designing and building projects such as a rubber band powered car, a bridge, a solar oven, an egg drop, or a balloon ride. Students learn how to make proper measurements and calculations in the process. The course also emphasizes the use of a methodical procedure in recording data and arriving at conclusions.</td>
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<tr>
<td><strong>Social Studies Course Themes</strong></td>
<td><strong>Language Arts Course Themes</strong></td>
</tr>
<tr>
<td><strong>Sixth Grade Social Studies—World Cultures</strong></td>
<td><strong>Sixth Grade Language Arts—Poetry</strong></td>
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<tr>
<td>In sixth grade social studies the aim is to expose students to different world cultures in order to foster interest in the global community and promote appreciation for diversity.</td>
<td>In language arts, sixth graders learn how to read and appreciate a wide variety of poetic forms. They also explore poetic devices. Students also write and perform their own poems.</td>
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<tr>
<td><strong>Seventh Grade Social Studies: A Slice of U.S. History</strong></td>
<td><strong>Seventh Grade Language Arts—Short Fiction</strong></td>
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<tr>
<td>The seventh grade social studies course is designed to introduce the girls to American history through an interesting or unusual theme such as music, immigration, civil rights, inventions, women, or U.S. presidents.</td>
<td>The goal of the seventh grade language arts class is to introduce the students to short stories and/or the short novel. Students learn the qualities of strong fiction and literary analysis through reading and writing their own stories.</td>
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<tr>
<td><strong>Eighth Grade Social Studies—Current Events</strong></td>
<td><strong>Eighth Grade Language Arts: The Personal Narrative Essay &amp; Public Speaking</strong></td>
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<tr>
<td>The eighth grade social studies curriculum focuses on current events. The task is to examine critical social issues and problems of the day in the local, national, and international arenas. More importantly, the students investigate these issues with an eye towards change and activism: why change happens, what kind of change still needs to occur, how the process of change takes place, and what it means to be an activist.</td>
<td>The focus of the eighth grade language arts class is the personal narrative essay and developing effective public speaking skills. Students work on developing important aspects of this type of writing during the summer: organization, the author’s ability to express herself using vivid and descriptive language, and the capacity for self-reflection. Each student will also compose and present a speech and practice public speaking strategies.</td>
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</tbody>
</table>
Section 3: Interest and Skill Inventory

Part A: Possible Choice Period Offerings
In order to give our students the opportunity to explore new topics and make decisions, we have implemented a daily choice period. Each day students select from a number of mini-classes that are designed and run by teachers and/or students (with teacher assistance). Sample offerings include balloon animals, yoga, magic, soccer, strategy games, jump roping, nature walks, and book discussions. Below please indicate areas of interest and skill that could translate into 30-minute choice period offerings.

- Theater/Drama
- Dance
- Music/Chorus
- Visual Arts
- Arts and Crafts
- Sewing/Knitting/Needlepoint
- Fashion Design
- Cooking
- Sports
- Environment
- Outdoor Learning Games
- Mock Trial
- Computers/Technology
- Strategy games
- Science Challenges (solar cars, paper airplanes)
- Public Speaking
- Journalism/Newspaper
- Business/Stock Market
- Advertising and the Media
- Foreign Language
- Other
- CPR
- First Aid
- Other
- Special Certification or Training

Explanation of major interest or skill(s):

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Core Academic Teacher Application, 2016
Part B: Possible Workshop Offerings
In addition to their academic classes, Aspire students also attend workshops that meet twice a week for the entire summer session. The workshops are designed to offer the girls a chance to explore interests not often presented in middle schools. Example workshops include Dance, LEGO robotics, Comedy Improv, Soccer, and Mural Making. Refer to our web site for descriptions of workshops previously held at Aspire.

List at least two ideas for an Aspire workshop and provide a sentence or two to describe each idea.
Section 4: Personal Response

Respond to each of the questions below on separate sheets of paper. Please be sure to put your name on each sheet.

1. Teachers at Aspire collaborate to run student leadership seminars. At Aspire, leadership seminars focus on three core values: strong relationships, responsibility, and resilience. Describe a sixty-minute lesson you would implement with the students to teach one of these concepts of leadership. In your description, include specific examples of what the girls will do, how long each activity will take, materials required, and how your activity connections to the theme you have selected.

2. Provide a detailed outline of an engaging and effective class for middle school girls in the subject area you indicated as your top choice (Refer to Section 2). Include how you will use the time allotted (50 minutes) and what materials you would need to execute the lesson.

3. Describe an experience you had in school (academic, social, etc.) sometime between the ages of ten and fourteen. Explain how this experience has affected your understanding of middle school students.

4. Describe a time when you have had to work in a team. What role do you feel most comfortable playing and why?

5. Personal Statement - Why do you want to teach at the Aspire Program?

Section 5: Disclosure of Misconduct

Have you ever been convicted of, or is any charge now pending or expected to be brought against you for, any crime other than a minor traffic violation? ______

Have you ever, at any academic institution, been in other than good standing because of academic deficiencies, been censured for misconduct, or been the subject of disciplinary proceedings? ______

If you answered yes to either of the above questions, please attach a written explanation to your application.

Sections 6 and 7: Official Transcript and Letters of Recommendation (2)

Please request an official copy of your college transcript and have it sent directly to the Aspire office.

Please identify two (2) people who can provide strong recommendations in support of your employment at Aspire. Recommendations may come from college professors or other staff at your college or university. You may also request recommendations from community members or leaders of organizations to which you are a member or participant. Please ask your recommenders to submit their forms directly to the Aspire office by February 12, 2016.

The Aspire Program
Hathaway Brown School
19600 North Park Boulevard
Shaker Heights, Ohio 44122
aspire@hb.edu
(216) 320-8776

Section 8: Signature

My signature below indicates that the information I have provided is complete, factually correct, and honestly presented.

__________________________
Signature

__________________________
Date
RECOMMENDATION FOR CORE ACADEMIC TEACHER POSITION

Applicant’s Name ________________________________________________________________

The individual above is applying to work at The Aspire Program at Hathaway Brown School, a tuition-free summer enrichment program for an intelligent, self-motivated and creative group of girls from under-resourced schools. The Core Academic Teacher position is demanding and requires significant self-direction. Teachers will be selected for this program based on their personal initiative & passion, leadership skill, and academic performance. Aspire is committed to a diverse staff representing a variety of ethnic and economic backgrounds. All information submitted is confidential, and will be reviewed solely by the Aspire Admissions Committee. Thank you for your assistance.

Please return this form by February 12, 2016 to:

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Hathaway Brown School • 19600 North Park Blvd. • Shaker Heights, OH 44122
216-320-8776 (phone) • 216-320-8779 (fax) • http://www.hb.edu/aspire • aspire@hb.edu

Recommender’s Name: ____________________________________________ Title: ____________________________

E-mail address: ____________________________________________ Phone Number: (_____) ____________________________

School/Business Address: _____________________________________________________________

How long have you known the applicant? _________________________________________________

In what capacity do you know the applicant? _______________________________________________

For the following items, please mark a check in the box which best describes the applicant.

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<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Unable to Assess</th>
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<tbody>
<tr>
<td>Analytical ability</td>
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<td>Verbal expression</td>
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<td>Written expression</td>
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<td>Maturity/Emotional stability</td>
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<td>Ability to take initiative</td>
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<td>Relates well to children</td>
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<td>Sense of responsibility</td>
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<td>Perseverance/follow-through</td>
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<td>Ability to take constructive feedback</td>
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</table>

I recommend this applicant to teach at The Aspire Program (Check one)

☐ With great enthusiasm ☐ With confidence ☐ With some confidence ☐ With reservation ☐ I do not recommend

Signature of Recommender
RECOMMENDATION FOR CORE ACADEMIC TEACHER POSITION

Applicant’s Name ________________________________

Questions about the Applicant (If you prefer, please feel free to answer these questions on a separate sheet of paper).

1. Please describe this applicant’s particular strengths or positive qualities, especially as they relate to academic achievement, passion for learning, teaching, tutoring, and leadership.

______________________________________________________________________________________________

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2. Core Academic Teachers are expected to develop and implement a five-week curriculum in their preferred subject matter. While mentored by an experienced teacher, the Core Academic Teacher is the “lead teacher” in the classroom. Please discuss factors that may be relevant to the applicant’s ability to assume significant responsibility in a middle school classroom for girls from under-resourced schools.

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How long have you known the applicant? ____________________________________________________________

In what capacity do you know the applicant? __________________________________________________________

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