The Mathematics and Science Leadership Academy will be a teacher-led school and staff members must be active members of the learning community in order to ensure the success of students and the school. Teachers at the school will be expected to:

- Participate in a 2-week training institute (paid) prior to the opening of the school year (August 3 – 14).
- Participate in Take One! professional development and/or seek National Board certification at some point in their career.
- Assume responsibilities for learning, teaching and leading within a collaborative community of learners.
- Participate on decision-making teams to support the teacher-led model.
- Participate in peer mentoring, support and review. This includes observing and giving feedback, as well as, being observed and receiving feedback from colleagues.
- Integrate mathematics, science and technology across the curriculum.
- Implement passion areas and service learning projects that integrate curricular content with community service.
- Utilize a variety of data to inform instruction, including supporting students in maintaining individual data notebooks.
- Actively engage parents and the community in classroom and service learning activities.

Preferred qualification: National Board certification

If you are interested in applying for a position at the school, please respond to the questions below and e-mail your responses to Lori Nazareno at Lori_Nazareno@dpsk12.org.

1. What draws you to a teacher-led school? What leadership skills do you bring to this type of setting that will help to ensure success of students, staff and the school? How would you define success for students, staff and the school?
2. What is your greatest learning from the past five years? How has your practice changed as a result? What impact has it had on student learning? In what areas would you like to acquire new knowledge and skills and why?
3. What are your philosophy and beliefs about reading instruction? What experience do you have in teaching reading and in what training/professional development have you participated relevant to literacy instruction?
4. What is your comfort level with mathematics, science and technology instruction? How do you see these areas interfacing with literacy instruction?
5. What are your beliefs about classroom management and student discipline? What management system do you use in your classroom and why?