

**After School Matters** is a nonprofit organization that offers Chicago public high school teens high quality, out-of-school-time opportunities to explore and develop their talents, while gaining critical skills for work, college, and beyond. Our hands-on, project-based arts, STEM, sports, technology, and communications programs are delivered at Chicago public high schools, Chicago Park Districts, community locations throughout the city, Gallery 37 Center for the Arts, 66 E. Randolph and the Michael and Karyn Lutz Center, 3435 North Cicero.

### **Summary of Position:**

After School Matters is seeking a temporary, part-time instructor to co-teach its STEM advanced apprenticeship program, Hancock Verde, during its summer, fall and spring sessions for 30 high school participants between the ages of 14 to 20. We are particularly seeking an instructor for our John Hancock High School program with ties and potential access to the West Lawn community area. The candidate will be working with a co-instructor throughout the sessions. The typical schedule for fall and spring is as follows:

- Summer: 7 weeks, Monday through Friday and/or Saturday, 136 instructional hours. Additional hours are allotted for planning, recruitment, and professional development.
- Fall: 10 weeks, Monday through Friday (after school) and/or Saturday, 80 instructional hours. Additional hours are allotted for planning, recruitment, and professional development.
- Spring: 10 weeks, Monday through Friday (after school) and/or Saturday, 80 instructional hours. Additional hours are allotted for planning, recruitment, and professional development.
- Limited opportunities for Saturday only programs are available.

The optimal candidate will have a passion for science, gardening and youth development. Special preference will be given to curricula and program ideas that increase access for male, Latinx participants, and the inclusion of diverse learners.

### **Program Description:**

Teens in Hancock Verde learn about horticulture, landscape design, and urban agriculture through implementing a school-based, community-supported urban garden. Teens develop their facilitation and group-building skills by participating in and leading individual, small group, and large group instruction. Through their work on garden design and maintenance, focusing on urban appropriate, organic methods of growing edible and ornamental plants on the school's campus, the program will result in a final product of an expanded edible organic garden as well as improved and expanded native gardens throughout the school's campus.

## **Responsibilities:**

- Co-design an engaging, hands-on STEM curriculum that utilizes a variety of instructional methodologies that establishes clear objectives for teen participants
- Provide co-instruction in, and lead teen participants through, inquiry-based discovery methods, including but not limited to, Instructor demonstrations, hands-on activities, research, oral presentations, etc.
- Establish and maintain a rigorous and cooperative learning environment where students flourish taking in account varied learning strategies and best practices that address diverse abilities and backgrounds
- Guide student practice and development towards a culminating project at the end of the program (i.e. demonstration, project, participation in a STEM focused event)
- Throughout the session, build multiple STEM projects with students through a collaborative, integrative approach
- Intentionally expose teen participants to the varied STEM professions
- Develop, plan, and implement high-quality related field trips, master classes and guest visits to enhance instruction and training
- Organize, develop, and coordinate special STEM events/activities
- Intentionally support critical youth development skills, including leadership development; community building; real-world and experiential learning; public speaking; youth voice and agency
- Attend all planning and program dates, including: Instructor orientation, professional development workshops, meetings and other required sessions
- Participate in the recruitment, interview, and selection process of participants
- Maintain a safe, engaging, and positive environment for program participants
- Provide supervision during program field trips and other youth engagement opportunities
- Manage and track program activities such as attendance, interview outcomes, enrollment, evaluation surveys, and pertinent student records in an online data tracking system (CitySpan).
- Report all problems or concerns and program updates to After School Matters Program Specialist to maintain consistent lines of communication throughout the program session.

## **Qualifications:**

- Bachelor's degree in Science, Technology, Engineering, Math; preferred but not required
- Content area expertise in STEM or a related experience in the STEM field
- CPR Certification from American Red Cross or American Heart Association preferred
- Supervisory/teaching experience preferred
- Demonstrated ability to teach formal and informal technique in one of the relevant disciplines in group settings with a minimum class of 15 students

- Be knowledgeable of the relationship between Science, Technology, Engineering and Math and real-world experiences
- Broad knowledge of relevant STEM terms and definitions
- Enthusiastic about STEM and teaching through an integrative model
- Experience working with groups of people (teenagers and adults)
- Ability to work effectively both independently and as part of a team
- Strong communication and interpersonal skills
- Must be organized and possess a strong attention to detail

**Supervisory Responsibilities:**

30 Teen participants

**Physical Demands:**

The physical demands here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Must be able to lift up to 50 pounds occasionally.
- Must be able to spend extended periods of time standing and physical move around the program space while instructing.

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- While performing the duties of this job, the employee is occasionally exposed to weather conditions.
- The noise level in the work environment is usually moderate.

**How to Apply:**

Submit a cover letter and resume to Karina Esparza,  
[karina.esparza@afterschoolmatters.org](mailto:karina.esparza@afterschoolmatters.org)

**EEO:**

After School Matters is an Equal Opportunity/Affirmative Action employer. All qualified applicants will receive consideration for employment without regard to race, color, ancestry, national origin, religion, sex, sexual orientation, gender identity, disability,

protected veteran status, military discharge status, age, marital status, parental status, or source of income.