

Teacher Vacancy Circular

School Name: P.S. 642 - South Bronx Literacy Academy

District: 07

School Site: 628 Tinton Avenue, Bronx, NY 10455

Send Cover Letter, Resume and Portfolio to: HiringForSBLA@gmail.com

POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles:

- Dual Certification
- Childhood Education Grades Pre-K-6
- Childhood Education Grades 1-6
- Literacy (Birth - Grade 6)
- Students with Disabilities (Grades 1-6)
- Physical Education Teacher
- Reading Teacher
- Special Education
- Speech and Language Disabilities
- Arts

DESCRIPTION

School Overview:

P.S.642 - The South Bronx Literacy Academy (SBLA) is the first stand-alone public school in New York City specifically designed to serve students with diagnosed dyslexia and/or language based learning difficulties. SBLA is designed to meet the unique needs of students who are struggling to learn to read. Aligned with recommendations from the International Dyslexia Association, SBLA will offer intensive, tier 1 instruction in structured literacy - providing highly explicit, systematic and multi-sensory teaching of the foundational skills and other important literacy components including vocabulary, comprehension, and writing. Additionally, SBLA will embed consistent and purposeful practices to support social emotional learning and executive functioning skill development to meet the needs of our student population.

Our Vision:

We embrace differences to unleash potential.

Our Mission:

Reading is a Civil Right. At SBLA, we create revolutionary transformations by providing children with language-based learning difficulties precise and explicit teaching in structured literacy, executive functioning, and social emotional skills. We embrace the specific needs of our students with warmth and consistency,

providing clear tools for them to ‘crack the literacy code’. We proudly graduate liberated and thriving individuals who have the skills to navigate their life with confidence.

SBLA will open with two 2nd grade ICT classes and two 3rd grade ICT classes, with each class capped at 18 students (with no more than 7 SE students in each class). Additionally Related Services supports and mandates will be integrated into the classroom.

SBLA is looking for staff with the capacity to understand, analyze and support diverse learners and their socio-emotional needs, particularly those related to academic failure and the frustration generated from reading struggle.

A 10-day summer planning institute will offer an essential opportunity for staff to be involved in developing the school’s culture and instructional program. Additionally, the school will offer opportunities for teachers to participate in:

- After school and/or Saturday tutoring, enrichment, sports, arts, and family programs
- In-house school committees and/or special programs.
- Daytime professional development such as inquiry work, intervisitations, teacher common planning, and collaborative conversation
- Professional development work outside of contractual hours will be offered as well.

Advance notice of dates will be supplied, and those who participate will be compensated according to the terms of the UFT contract. Staff participation in these activities is voluntary, although strongly encouraged, as they are very important to the development of the school.

ELIGIBILITY REQUIREMENTS

New York State certification in the appropriate content area, bilingual Spanish preferred, with satisfactory ratings and attendance

DUTIES AND RESPONSIBILITIES

Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter experience and/or willingness to commit to the school’s mission and core beliefs and to become involved in these essential aspects:

Classroom Teaching & Planning

- Working in an inclusive non-tracked environment utilizing structured literacy and explicit teaching as the primary instructional model
- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities.
- Incorporating literacy strategies into daily routines and classroom instruction in all content areas
- Developing and implementing curriculum and assessments that are aligned to structured literacy practices

Assessments & Data

- Using on-going formative assessment to provide frequent numeric and narrative and feedback to all students
- Using data gathered through formative and summative assessments to guide instructional planning

Professional Development

- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
- Having and seeking knowledge of contemporary issues in public education

School Culture & Community

- Creating a safe and supportive learning environment with routines and structures that align to the school's core values

Communication

- Maintaining regular and open communication with families by providing regular updates on student progress and creating opportunities for family participation, inclusion, and collaboration
- Taking on duties that support classroom teaching (meeting in departments and grade levels, writing and implementing school policy, being an active part of school decision-making, communicating with parents throughout the school year to support student achievement, etc.)

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities:

Classroom Teaching & Planning

- Experience with or willingness to incorporate reading, writing, speaking, listening and critical thinking skills into classroom instruction
- Ability to plan, implement, and evaluate individual, small group, and whole-class instruction
- Evidence of success collaborating in interdisciplinary teams across content areas
- Familiarity with a variety of team-teaching models and willingness to team-teach with special education, related service providers, and/or ESL teachers in a collaborative team teaching setting

Assessments & Data

- Evidence of success collecting, monitoring, and analyzing student data through the use of formative and summative assessments to drive instruction and improve student academic achievement

Professional Development

- Evidence of strong collaborative and team skills
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading, etc.)
- Familiarity with professional literature and best practices in literacy

School Culture & Community

- Evidence of strong classroom management skills
- Experience and/or willingness to learn strategies that support creating a learning environment where students' emotional and social needs are met through conflict resolution, peer mediation, collaborative learning, team building activities, restorative practices, etc.

Communication

- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community

In addition to the cover letter, resume, and interview, teacher candidates must present a teaching portfolio, which may include evidence of philosophy of education, evidence of curriculum planning such as course syllabi, lesson plans, and any teaching artifacts collected throughout teaching career. Artifacts may include student work, images of student work and presentations, and curriculum development examples. Applicants must also provide three professional references and, if possible, a written observation from a supervisor. References might include one from a peer with whom the applicant has collaborated, and/or a faculty development or professional organization representative.

WORK SCHEDULE & SALARY

As per Collective Bargaining Agreement