

# Teacher Vacancy Circular

**School Name:** 13K963 - Design Works High School

**District:** 13

**School Site:** 424 Albee Square West, Brooklyn, NY 11201

**Send Cover Letter, Resume and Portfolio to:** [designworkshshiring@gmail.com](mailto:designworkshshiring@gmail.com)

## POSITIONS

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

- 7-12 English
- 7-12 Mathematics
- 7-12 Science
- 7-12 Social Studies
- Students with Disabilities Generalist
- Foreign Language
- Technology Education
- K-12 Visual Arts

## DESCRIPTION

At Design Works High School, our students apply design thinking to solve complex problems and build a more equitable world. They collaborate, critique, defend, and revise throughout design challenges, graduating ready to pursue their passions in college, creative careers, and as social justice leaders. Learning happens inside and outside of school through industry, community, and university partnerships, enabling students to access apprenticeships and college coursework. In our inclusive and responsive community, all students are known deeply and their voices are valued in making and re-making the school. Through strong personal relationships and applied practice, students are empowered to design the future they want to see.

Design Works is a new, public NYCDOE high school developed in partnership with Pratt Institute & Bank Street. Our rigorous school program will prepare students to make an impact in both college and careers. The school welcomes students interested in art, technology, digital design & community advocacy. Students from all boroughs are welcome, with priority given to those who reside in Brooklyn. At Design Works, we believe in learning through relationships.

This means that students can expect:

- Project based & collaborative learning
- Interaction with professionals & practitioners
- Mentorships, internships, apprenticeships
- Experiential, hands-on learning
- Relationship building & using your voice to impact your community

Design Works is seeking instructional staff with interest in:

- Design thinking and/or project-based learning.

- Supporting the development of a community-wide common language around innovation, including faculty, students, families, and local community.
- Learning and using diverse materials and technologies.

A 5 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
- Home visits completed in advance of the First Day of School to start building relationships and community with our incoming Freshman and their families
- Overnight welcome celebration and team building off-site to be attended by staff and students
- Facilitation of after school clubs that will be chosen in collaboration with student body
- Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group of students

*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 learning environment
- 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

#### **Assessments & Data**

- Using ongoing formative assessments to provide frequent numeric and narrative 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

#### **School Culture & Community**

- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- Serving as an advisor to a small group of students, including maintaining ongoing communication with parents/guardians and supporting students with goal-setting around academic, social, and emotional achievement and growth

### **Communication**

- Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues
- Communicating student achievement data with students, parents, and families through an online gradebook

### **SELECTION CRITERIA**

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities.

### **Classroom Teaching & Planning**

- Ability to incorporate hands-on and collaborative learning activities in classroom instruction
- Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area
- Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
- Ability to plan, implement, and evaluate individual, small group, and whole-class instruction

### **Assessments & Data**

- Ability to articulate the criteria for exemplary student work using rubrics
- Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement

### **Professional Development**

- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading)

### **School Culture & Community**

- Evidence of strong classroom management skills

### **Communication**

- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community
- Evidence of success in working collaboratively with colleagues, parents/caregivers and other stakeholders

In addition to the cover letter, resume, and interview, teacher candidates may 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