

Teacher Vacancy Circular

School Name: I.S.429

District: 30

School Site: 47-01 Barnett Avenue

Send Cover Letter, Resume and Portfolio to: IS429JOBS@gmail.com

POSITIONS

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

- Optional: Dual certification in [Students with Disabilities/English to Speakers of Other Languages, etc.] and content area preferred.)
- Arts:
 - o Dance
 - o Theatre
 - o Visual Arts
- Reading Teacher
- Technology Education
- English
- Mathematics
- Social Studies
- Foreign Languages*
- Sciences
 - o Biology
 - o Chemistry
 - o Earth Science
 - o Physics
- Students with Disabilities
 - o Generalist
 - o English
 - o Mathematics
 - o Social studies
 - o Biology
 - o Chemistry
 - o Earth Science
 - o Physics
- Literacy (Grades 5-12)
- Generalist in Middle Childhood Education
- Students with Disabilities
 - o Generalist
 - o English
 - o Mathematics
 - o Social studies
 - o Biology
 - o Chemistry
 - o Earth Science
 - o Physics
- Foreign Languages*
- Literacy (Grades 5-12)*For list of Foreign Languages and Career & Technical Education certifications, see <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

DESCRIPTION

IS 429 will provide our students with a rigorous and joyful learning environment focused on Science, Technology, Engineering, Arts, and Mathematics. We will foster a culture of innovation, problem-solving, and intellectual risk-taking. Our students will change the world using their academic and character skills.

The following are the **core values** we seek to instill in our students:

- **Respect:** We let our light shine by being kind and encouraging to others. We show compassion and help others who need help.
- **Innovate:** We use our imagination to come up with new solutions. We share our ideas and seek feedback from others. We take responsible risks and challenge the status quo to achieve meaningful impact.
- **Scholarship:** We bring our best selves to school daily and strive to achieve the highest standards.
- **Excellence:** We set goals and pursue them tirelessly; we bring an A+ attitude to school.

A five days summer planning institute will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program.

- 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

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 within a non-traditional school schedule and organizational structure
- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
- Working in a new start-up organization with a focus on individualized student learning and utilization of a backward planning design model (see Wiggins and McTighe)

Assessments & Data

- 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

- Developing professional goals aligned to the Danielson Framework that will assess classroom effectiveness

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

- Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities

Classroom Teaching & Planning

- 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
- Ability or willingness to develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding
- Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement
- 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)

School Culture & Community

- 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

- 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