**School Name:** Motion Picture Technical High School - 30Q367

**District:** 30

**School Site:** 47-10 Barnett Avenue Queens, NY 11104

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

**POSITIONS**

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

| **5-9 Titles** | **7-12 Titles** | **K-12 Titles** |
| --- | --- | --- |
| * **English**
* **Mathematics**
* **Social Studies**
* **Sciences**
	+ **Biology**
	+ **Chemistry**
	+ **Earth Science**
	+ **Physics**
* **Students with Disabilities**
	+ **Generalist**
	+ **English**
	+ **Mathematics**
	+ **Social studies**
	+ **Biology**
	+ **Chemistry**
	+ **Earth Science**
	+ **Physics**
* **Foreign Languages\***
* **Literacy (Grades 5-12)**
 | **- CTE Media Communications** **- CTE Commercial Art*** **English**
* **Mathematics**
* **Sciences:**
	+ **Biology**
	+ **Chemistry**
	+ **Earth Science**
	+ **Physics**
* **Social Studies**
* **Students with Disabilities**
	+ **Generalist**
	+ **English**
	+ **Mathematics**
	+ **Social studies**
	+ **Biology**
	+ **Chemistry**
	+ **Earth Science**
	+ **Physics**
* **Foreign Languages\***
* **Literacy (Grades 5-12)**
 | * **Arts:**
	+ **Visual Arts**
	+ **Theater**
	+ **Music**
	+ **Dance**
* **Blind & Visually Impaired**
* **Business and Marketing**
* **Deaf and Hard of Hearing**
* **English to Speakers of Other Languages**
* **Family and Consumer Sciences**
* **Health Education**
* **Library Science**
* **Physical Education**
* **Reading Teacher**
* **Special Education**
* **Speech and Language Disabilities**
* **Technology Education**
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**\*For list of Foreign Languages and Career & Technical Education certifications, see** [**http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do**](http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do)

DESCRIPTION

**Motion Picture Technical High School: Our Mission**

At Motion Picture Technical High School, our mission is to illuminate the path for the next generation of filmmakers and technical experts in the film and television industry. Through a rigorous, hands-on curriculum that marries the art of storytelling with the science of film production, we are committed to fostering a diverse, inclusive environment where creativity and innovation can thrive. Our goal is to empower students with the knowledge, skills, and real-world experience necessary to excel in the dynamic landscape of motion picture production, while also instilling a deep appreciation for the power of film as a medium for social change. At Motion Picture Technical High School, we believe that every student has a story worth telling.

An eight-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
* Additional creative and enrichment career-aligned CTE opportunities that are outside of teachers’ contractual obligations, within the scope of a teacher’s responsibilities.

*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 that includes teaching classes in 60-minute blocks, as scheduled
* 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)
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| --- |
| **Assessments & Data*** Using standards-based grading to diagnose, assess, and track student mastery
* Using ongoing formative assessments to provide frequent numeric and narrative feedback to all students
 |
| **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
* Initiating partnerships and mentoring relations with CBO personnel and faculty to enhance school experiences and develop external learning experiences
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| **Communication*** Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues
* 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*** Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction
* Ability to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement
* Ability to plan, implement, and evaluate individual, small group, and whole-class instruction
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| --- |
| **Assessments & Data*** 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 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 commitment to continuous professional growth (i.e. professional development, formal education, outside reading
 |
| **School Culture & Community*** Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group of students
* 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
* Evidence of success in working collaboratively with colleagues, parents/caregivers and other stakeholders
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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