**School Name:** MS 644 - Bronx Debate Academy

**District:** 09

**School Site:** The Aurelia Greene Campus, 1302 Edward L Grant Hwy, Bronx, NY 10452

**Send Cover Letter, Resume and Portfolio to:** newschool644@gmail.com

**POSITIONS**

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

Dual certification in [Students with Disabilities/English to Speakers of Other Languages, etc.] and content area preferred.)

| **5-9 Titles** | **7-12 Titles** | **K-12 Titles** |
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| * English
* Mathematics
* Social Studies
* Foreign Languages\*
* Sciences
	+ Biology
	+ Earth Science
* Students with Disabilities
	+ Generalist
	+ English
	+ Mathematics
	+ Social studies
	+ Biology
	+ Earth Science
* Literacy (Grades 5-12)
* Generalist in Middle Childhood Education
* Bilingual Extension
* English
* Mathematics
* Social Studies
* Sciences
	+ Biology
	+ Earth Science
* Special Education
 | * English
* Mathematics
* Social Studies
* Foreign Languages\*
* Sciences:
	+ Biology
	+ Earth Science
* Students with Disabilities
	+ Generalist
	+ English
	+ Mathematics
	+ Social studies
	+ Biology
	+ Earth Science
* Literacy (Grades 5-12)
* Bilingual Extension
* English
* Mathematics
* Social Studies
* Sciences
	+ Biology
	+ Earth Science
* Special Education
 | * Bilingual Extension
* English
* Mathematics
* Social Studies
* Sciences
	+ Biology
	+ Earth Science
* Special Education
* Arts:
	+ Music
	+ Visual Arts
* English to Speakers of Other Languages
* Physical Education
* Library Science
* Technology Education
* Health Education
* Reading Teacher
* Special Education
* Speech and Language Disabilities
* Business and Marketing
* Family and Consumer Sciences
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\*For list of Foreign Languages and Career & Technical Education certifications, see <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

**DESCRIPTION**

MS 644 is a Dual Language Spanish-English, Debate, and Experiential Learning school that uses performative assessments. All languages of students are welcomed! Students will either take Dual Language classes in both Spanish-English or students will have classes in English with a Spanish Elective. Each content area will utilize debate and experiential learning in their instruction in order to connect the classroom to the real world. Students will have trips each Marking Period. In 8th grade, all students will take regents in Algebra, Biology and U.S. Government. Also, we will offer SHSAT preparation courses for Specialized High Schools. During our expanded learning and afterschool time, all students at MS 644 will be exposed to a variety of enrichment activities: the arts, sports, different clubs, and the debate team. Additionally, we will have a Saturday Academy that provides both academic and extracurricular enrichments.

MS 644 New Vision Statement

To develop students who are free to think, serve, and lead themselves and their communities.

MS 644 New Mission Statement

To develop young leaders and independent thinkers through debate who grow personally, academically, and professionally.

Our Slogan

Think - Serve - Lead

We are seeking to hire staff with a commitment to instructional growth, leadership growth and collaboration, and a commitment to our core values, our LAURELS, which represents who we are and what we do:

1. **L**ove: We can all love.
2. **A**chievement: We can all learn.
3. **U**buntu: We are all interdependent.
4. **R**espect for Culture & Identities: We all have language.
5. **E**ffectiveExpression**:** We all have a voice.
6. **L**eadership: We are all leaders.
7. **S**ervice: We can all serve.

An 8-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 staff 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

*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*** 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)
* Incorporating literacy strategies into daily routines and classroom instruction in all content areas
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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
* Using data gathered through formative and summative assessments to guide instructional planning
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| **Professional Development*** Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
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| **School Culture & Community*** 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
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| **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
* 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.)
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**SELECTION CRITERIA**

The successful candidate will demonstrate:

* Willingness to carry out the above duties and responsibilities

| **Classroom Teaching & Planning*** Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area
* Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction
* Ability to incorporate reading and writing strategies in classroom instruction and daily routines
* Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
* Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
* Familiarity with a variety of team-teaching models and willingness to team-teach with special education and/or ESL teachers in a collaborative team teaching setting
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| --- |
| **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
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| **Professional Development*** Evidence of strong collaborative and team skills
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| **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.
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| **Communication*** Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community
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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