

TEACHER VACANCY CIRCULAR

School Name: Middle School 890

District: 22

School Site: 510 Coney Island Avenue, Brooklyn NY 11218

Send Cover Letter and Resume to: ms890k@gmail.com

POSITIONS

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

- English 5-9 or 7-12
- Mathematics 5-9 or 7-12
- Social Studies 5-9 or 7-12
- Biology 5-9 or 7-12
- Chemistry 5-9 or 7-12
- Earth Science 5-9 or 7-12
- Physics 5-9 or 7-12
- Literacy 5-12
- English to Speakers of Other Languages K -12
- Health Education K-12
- Library Science K - 12
- Physical Education K – 12
- Foreign languages 5-9 or 7-12
 - Japanese
 - Mandarin
 - Cantonese
 - Chinese
 - Spanish
 - Italian
 - French
 - Latin
 - Arabic
- Students With Disabilities 5-9 or 7-12
 - Generalist
 - English
 - Mathematics
 - Social Studies
 - Biology
 - Chemistry
 - Earth Science
 - Physics
- Special Education K - 12

Dual certification in Students with Disabilities /English to Speakers of Other Languages and content area preferred.

DESCRIPTION

The community of Middle School 890 believes that a well-rounded individual, passionate about learning and committed to his or her talents, is best prepared for the demands of the modern career landscape. Through the approach of the *School-wide Enrichment Model*, the staff of M.S. 890 is committed to creating an engaging, supportive and rigorous learning environment. Our academic program, which leads students through a series of project-based, interdisciplinary units of study, frames learning experiences within the context of the real world. Teachers plan for open-ended tasks that allow for various solutions, work products, and means of showing mastery. Students are actively engaged in instruction that requires high-level thinking, discussion and collaboration with peers. As a result, students grow as independent thinkers and apply what they learn to devise solutions that have a positive impact on their world.

Through the *School-wide Enrichment Model (or SEM)*, students will be provided with the opportunity to explore potential college and career options by selecting into an enrichment cohort, facilitated by a teacher. As such, the ideal candidate will have the capacity and commitment to:

- Work collaboratively to plan lessons that are engaging, interdisciplinary, real-world based and with extensions to enrichment opportunities.
- Consider how students will engage in learning if they have already mastered a particular skill or concept (also known as **curriculum compacting**).
- Actively seek out opportunities for student enrichment that appeal to the student body, by forging relationships with local cultural institutions, places of higher learning and professionals in various fields.

TEACHER VACANCY CIRCULAR

- Serve as mentors to students through enrichment cohorts and will provide support during the long-term investigation of the capstone project.

A five-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.
- A summer **STEM institute** to bring *robotics-based* STEM instruction to the school. The institute, made possible through a partnership with NYU Tandon School of Engineering, will provide teachers and kits/materials necessary to teach robotics in the classroom. The dates for the institute are July 10th through July 28th. **Candidates for Science and Math positions will be strongly encouraged to participate. Compensation for this institute will be in accordance with UFT Collective Bargaining Agreements.**

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, 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:

- Working within a non-traditional school schedule and organizational structure that includes teaching classes in 60-minute blocks, as scheduled.
- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities.
- Developing and implementing interdisciplinary unit of study and assessments that are aligned to Common Core Learning/NYS Standards.
- Using data gathered through formative and summative assessments to guide instructional planning.
- Planning and delivering enrichment opportunities through school-wide events, school trips and enrichment clusters that support student understanding of content knowledge and introduce potential career opportunities.
- Seeking professional learning opportunities outside of the school and turn-keying to colleagues to have a positive impact on classroom practice and student learning.
- 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.
- Initiating partnerships and mentoring relations with CBO personnel and faculty to enhance school experiences and develop external learning experiences.

TEACHER VACANCY CIRCULAR

- Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues
- 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.
- 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 enhance instruction through the integration of technology and 21st century skills to support student learning and achievement.
- Ability and commitment to develop an engaging and real-world based enrichment cluster for students based on prior work experience, higher education, hobbies, etc.
- Ability to articulate the criteria for exemplary student work.
- 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.
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading.)
- Evidence of strong classroom management skills.
- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community.
- Evidence of strong collaborative and team skills.

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