

PARAPROFESSIONAL VACANCY CIRCULAR

School Name: Inwood Early College for Health & Information Technologies

District: 06

School Site: 650 Academy Street, New York, NY 10034

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

POSITIONS

Paraprofessional

DESCRIPTION

The mission of the Inwood Early College for Health & Information Technologies is to prepare young people for collegiate, professional, personal, and social success. Immersed in seamlessly integrated high school, college, and workplace learning experiences, our students will graduate as well rounded young professionals with advanced educational and career achievements in information technology and health information technology, prepared to further transform themselves, their communities, and the world. Inwood Early College for Health & Information Technologies is a new career and technical education (CTE) high school focusing on information technology, including hardware and software development, installation, networking, and support, and health information technology, administration, and management. The school will have a six-year, integrated curricular program that is deeply rooted in project-based learning, asking students to use the skills they learn in computer technology classes across the disciplines to think deeply and critically about the impact of technology, the role of information technology in the context of healthcare, and the impact of the creation and availability of massive amounts of information on their lives, their communities, and the world we share. All curricula will focus on school-wide essential questions that ask students to explore who they are as learners, members of communities, collegians and young professionals, and as future leaders who will change the world around us. Students will take classes on the campus of our CUNY partner, participate in internships with our industry partners and community-based organizations, and complete a capstone project aimed at demonstrating their readiness for college and career.

A 10-day summer planning institute will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. Because we believe that all staff members play an important role in the education of our students, the school will offer opportunities for paraprofessionals to participate in activities like:

- In-house school committees and/or special programs
- Externship opportunities in order to deepen their understanding and grounding of curricular projects in the IT and HIT industries

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

UFT Paraprofessionals hired after 2004 must have a Level 1 NYSED Teaching Assistant Certificate. UFT Paraprofessionals hired before 2004 currently on DOE payroll are eligible for this position.

DUTIES AND RESPONSIBILITIES

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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 organization structure that meets the needs of English Language learners and students requiring special education services
- Working with teachers to implement an integrated curriculum and student-centered environment
- Supporting students in the classroom
- Contributing to student observation and documentation files
- Collaborating with individual teachers and teacher teams to provide targeted, small group and one-on-one instructional support to students
- Collaborating with teachers to create a learning environment where students' emotional and social needs are met through conflict resolution, peer mediation, collaborative learning, team building activities, etc.
- Seeking professional growth experiences, and contributing to the professional growth of colleagues

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities
- Ability to assist teachers in implementing reading and writing strategies in daily lessons
- Ability to assist teachers in implementing mathematical and scientific strategies in daily lessons
- Ability to assist teachers in implementing study skills and organizational strategies in daily lessons
- Ability to work with classroom teachers to implement collaborative learning activities
- Strong student management skills
- Ability to professionally and effectively communicate orally and in writing with colleagues and students
- Ability to work in teams and collaborate and support school wide initiatives to support student engagement and learning
- Commitment to continuous professional growth (i.e. professional development, formal education, outside reading)
- Experience or willingness to learn how to support the use of technology in the classroom to improve student learning
- Ability to assist teachers in all independent, partner, group and whole class projects, work and activities
- Excellent attendance, punctuality and organizational skills

In addition to the cover letter, resume, and interview, applicants must present three references including, if possible, one from a current supervisor. Other references might include a colleague with whom the applicant has collaborated, and/or a professional organization or staff development representative.

WORK SCHEDULE & SALARY

As per Collective Bargaining Agreement