

TEACHER VACANCY CIRCULAR

School Name: Yorkville East Middle School

District: 02

School Site: 1458 YORK AVENUE, MANHATTAN, NY 10075

Send Cover Letter, Resume and Portfolio to: middleschool177@gmail.com

POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: Special Education, English to Speakers of Other Languages, Dance, Theatre, Visual Arts, Health Education, Physical Education, Speech & Language Disabilities, Childhood Education (Pre K-6, Grades 1-6, Birth-Grade 6), Literacy (Birth-Grade 6), Students with Disabilities (Grades 1-6), English, Mathematics, Social Studies, Sciences (All Titles), Literacy (Grades 5-12), Generalist in Middle School Education (Grades 5-9), Foreign Languages (Spanish, French, Mandarin), Students with Disabilities (All Titles). Teachers with dual certification in content area and Students with Disabilities/Special Education or English to Speakers of Other Languages/ESL are strongly encouraged to apply.

DESCRIPTION

Yorkville East Middle School prepares students to be critical thinkers, effective problem solvers and powerful communicators in a rapidly changing 21st century world. We engage students in an education that broadens their interests and deepens their understanding of the world around them in both the social and physical sciences. By embracing academic rigor, student voice, collaboration, self-direction and empathy, our students will have the confidence, tenacity and skills for success.

We are seeking teachers with extensive content knowledge and a commitment to being life-long learners. Other teacher qualities include: the capacity to write and implement interdisciplinary curriculum, design project-based units, utilize technology to support and enhance student learning, and a commitment to student driven instruction. As we believe in a holistic approach to education, we are also seeking teachers that are committed to supporting our students social-emotional and academic needs through small group advisories that will continue throughout students' three years at Yorkville Middle.

A 5-10 -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
- Professional development such as inquiry work, intervisitations, teacher common planning, and collaborative conversation
- Off-site professional development opportunities with experts in their field

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

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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 in an inclusive non-tracked environment utilizing the Workshop Model as the primary instructional model
- 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)
- Developing and implementing curriculum and assessments that are aligned to Common Core Learning/NYS Standards
- Incorporating literacy strategies into daily routines and classroom instruction in all content areas
- Using ongoing formative assessments to provide frequent numeric and narrative feedback to all students
- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
- 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
- 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
- Ability to incorporate hands-on and cooperative learning activities in classroom instruction
- Ability to develop and implement units and tasks utilizing a backward planning model (see Wiggins and McTighe)
- 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
- Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
- Ability to articulate the criteria for exemplary student work
- Evidence of strong collaborative and team skills
- Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group of students
- Evidence of strong classroom management skills
- 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 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