

TEACHER VACANCY CIRCULAR

School Name: P.S. 349

District: 28

School Site: P.S. /I.S. 314 88-08 164 Street, Jamaica, New York 11432

Send Cover Letter and Resume to: ps349q@gmail.com

POSITIONS

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

Childhood Education:

- Grades Pre-K-6
- Grades 1-6
- Birth-6
- Early Childhood Education (Birth – Grade 2)
- Literacy (Birth – Grade 6)
- Students with Disabilities (Grades 1-6)
 - Optional: Dual certification in Students with Disabilities/English to Speakers of Other Languages, etc. and content area preferred.

DESCRIPTION

At PS 349 we will work to cultivate the future leaders of the world for the 21st century. In collaboration with all members of our diverse community, we will address the needs of the whole child, through rigorous academics, and project-based learning. Students will think critically, communicate effectively, and solve real-world problems. We believe that students thrive in a nurturing environment of trust, safety, and security to grow, both emotionally and academically.

A seven-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, inter-visitations, 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 or Bengali preferred, with satisfactory ratings and attendance

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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 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
- 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
- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- Incorporating youth development principles into curriculum, classroom, and school-wide practices
- 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
- Ability to develop and implement units and tasks utilizing a backward planning model (see Wiggins and McTighe)
- 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
- 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
- Ability or willingness to develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding
- Evidence of strong collaborative and team skills
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading)

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- 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, etc.
- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community
- Willingness to learn all Microsoft Office programs and relevant web applications (Internet Explorer, Outlook, ARIS)

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