

SCHOOL NAME: *Academy for Young Writers*

Empowerment Zone

School site: *183 South 3rd Street, Brooklyn, NY 11211*

Send Cover Letter and resume to: Carolyn Yaffe (cyaffe@schools.nyc.gov)

Deadline to apply: May 15th (preferred date)

POSITIONS:

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

English Language Arts, Mathematics, Social Studies, Science, Special Education, Gym, Art. Dual certification in ESL and content area preferred.

DESCRIPTION:

The Academy for Young Writers is a small, college preparatory school with writing at its core. We believe that excellent teaching, small class size, close relationships and high expectations lead to college. College is the goal for every one of our students. Courses are organized around the investigation of challenging and relevant questions. Classes are student-centered and exhibition based. There is a heavy focus on building skills in the areas of communication: writing, presentation and self-expression through the arts. Students will participate in an advisory program to develop close relationships, promote personal growth and work towards college readiness. We work in partnership with the Institute for Student Achievement and the Student Press Initiative at Columbia University.

ELIGIBILITY REQUIREMENTS:

New York City certification in the appropriate content area, with satisfactory ratings.

DUTIES AND RESPONSIBILITIES:

Each member of a small school staff is crucial to shaping the success of the learning community. With this in mind, we will give serious consideration to those applicants who demonstrate the ability to become involved in and take ownership of aspects of the school. We consider the following to be essential aspects of ownership:

- Availability for summer planning and curriculum work. *Advance notice of the dates will be supplied, and those who attend will be compensated according to the terms of the UFT contract. Teacher participation in the activities is voluntary, but strongly encouraged, as the activities are very important for the development of the school.*
- Ability to work within a non-traditional school schedule and organizational structure to meet the needs of our school and the students within our school
- Availability to participate in after school and/or Saturday programs. *Advance notice of the dates will be supplied, and those who attend will be compensated according to the terms of the UFT contract. Teacher participation in the*

- activities is voluntary, but strongly encouraged, as the activities are very important for the development of the school.*
- Availability to attend the Institute for Student Achievement's Summer and Winter Institute, which focuses on professional development and organizational reflection and improvement. *Advance notice of the dates will be supplied, and those who attend will be compensated according to the terms of the UFT contract. Teacher participation in the activities is voluntary, but strongly encouraged, as the activities are very important for the development of the school.*
 - Acting as an advisor to a small group of students, which includes initiating and maintaining home contact with advisees' families, and serving as academic advisor to students
 - Collaborating with other team members to create inter-disciplinary units and school-wide benchmarks and criteria for content knowledge and skill level
 - Practicing an open-door policy to foster best practices among colleagues and work towards continuous organizational improvement
 - Working with school partners to develop and maintain programs that foster student achievement and external learning experiences

SELECTION CRITERIA:

- Demonstrated ability to integrate writing into daily routines and expectations for content area
- Demonstrated ability to plan curriculum around essential questions and to engage in backwards planning. *To learn more about Planning Backwards read Understanding by Design by Wiggins and McTighe*
- Demonstrated ability to take initiative and demonstrate follow through in all areas of school life
- Demonstrated ability to develop both creative and rigorous unit and lesson plans that use multiple forms of assessment
- Demonstrated ability to work collaboratively and collegially in a team environment
- Demonstrated ability to organize and participate in extra-curricular activities for students
- Demonstrated knowledge of content area
- Demonstrated knowledge of pedagogical practices that lead to high student achievement
- Demonstrated ability to create and implement effective structures for heterogeneous, student-centered classrooms
- Demonstrated ability to meet the needs of ELL students and special education students
- Evidence of high expectations for student performance

In addition to interview, teacher candidates must present a teaching portfolio with a resume, evidence of philosophy of education, evidence of curriculum planning such as course outline and lesson plans, and any teaching artifacts collected throughout the

teaching career. Teaching artifacts may include student work, images of student work and presentations, and curriculum development examples. Applicants may be asked to attend an Open House, a group interview and to be observed teaching a sample lesson. References must be provided

WORK SCHEDULE AND SALARY
As per Collective Bargaining Agreement