

## TEACHER VACANCY CIRCULAR

**School Name: The Children's Lab School**

**District: 24**

**School Site: 45-46 42nd St, QUEENS, NY 11104**

**Send Cover Letter, Resume and Portfolio to: childrenslabschool@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, Physical Education, Reading Teacher, Childhood Education (Pre K-6, Grades 1-6, Birth-Grade 6), Early Childhood Education (Birth-Grade 2), Literacy (Birth-Grade 6), Students with Disabilities (Grades 1-6). 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

The Children's Lab School (a pre-K to 5 elementary school) embraces the learning needs of all students. We encourage every child to be fully engaged in the joy of learning and achieving. We teach our students in ways that activate their strengths, meet their particular needs, and increase their resilience as learners. We work in a climate of respect for all children and adults in the school community, with explicit support for social and emotional growth. Our goal is to help our students to become happy, confident and compassionate learners who have the knowledge and skills necessary to thrive in middle school and beyond.

We seek educators who are committed to working together to help all children reach their full potential. We ask all teachers and staff members to support our culture and values: meaningful and purposeful instruction, respect for the diversity of our community, commitment to life-long learning and development of best practices, and fostering a welcoming, supportive community with collaboration and positive communication.

An 8-10-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

*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 preferred, 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:

- 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
- Maintaining an organized, print-rich, literature-based environment
- Using data gathered through formative and summative assessments to guide instructional planning
- 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
- 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
- Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
- 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
- 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 strong classroom management skills
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading)
- Experience and/or willingness to learn strategies that support creating a learning environment where students' emotional and social needs are met in alignment with the Responsive Classroom model

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

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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