

## TEACHER VACANCY CIRCULAR

**School Name: MS 358**

**District: 28**

**School Site: 88-08 164<sup>th</sup> Street, Queens, N.Y. 11432**

**Send Cover Letter, Resume and Portfolio to: [MS358Q@gmail.com](mailto:MS358Q@gmail.com)**

### POSITIONS

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

Multiply certified teachers (including bilingual extensions, multiple content areas, and special education/ESL certifications)

- Childhood Education (Grades 1-6)
- Mathematics (Grades 5-9 or 7-12)
- Students with Disabilities – Generalist (Grades 1-6, 5-9 or 7-12)
- English Language Arts (Grades 5-9 or 7-12)
- Social Studies (5-9 or 7-12)
- Science (all areas 5-9 or 7-12)
- English to Speakers of Other Languages (K-12)
- Generalist in Middle Childhood Education
- Physical Education (K-12)

\*For list of Foreign Languages and Career & Technical Education certifications, see <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

### DESCRIPTION

At M.S. 358 we will support student learning through rigorous instruction that incorporates purposeful writing, passionate speaking, powerful presentations, and digital literacy through STEM. By providing a safe, nurturing environment, we will support growth in which all students take intellectual risks, think critically and work collaboratively to solve real world problems. As future leaders of the 21st century, our students will purposefully engage the local community, parents, and stakeholders as they progress on the continuum of college and career readiness.

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. 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, 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.*

## **TEACHER VACANCY CIRCULAR**

### **ELIGIBILITY REQUIREMENTS**

New York State certification in the appropriate content area, bilingual Arabic, Bengali, French, Haitian Creole, Spanish, Urdu preferred, with satisfactory ratings and attendance

### **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 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 standards-based grading to diagnose, assess, and track student mastery
- Using data gathered through formative and summative assessments to guide instructional planning
- Developing professional goals aligned to the Danielson Framework that will assess classroom effectiveness and impact on student achievement
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- 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 develop and implement units and tasks utilizing a backward planning model and reflect cultural responsiveness (see Wiggins and McTighe)
- Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
- Ability or willingness to develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding
- 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 collaborative and team skills
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading)

## **TEACHER VACANCY CIRCULAR**

- Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group of students
- 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
- Experience of and/or knowledge of the community where the school is located

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