

## TEACHER VACANCY CIRCULAR

**School Name: Hamilton Grange Middle School**

**District: 06**

**School Site: 500 WEST 138 STREET, MANHATTAN, NY 10031**

**Send Cover Letter, Resume and Portfolio to: hamiltongrangems@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, , Library Science, Physical Education, Reading Teacher, Speech & Language Disabilities, Childhood Education (Pre K-6, Grades 1-6, Birth-Grade 6), English, Mathematics, Social Studies, Sciences (All Titles), Literacy (Grades 5-12), Generalist in Middle School Education (Grades 5-9), Foreign Languages (Spanish, French), 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

The Hamilton Grange School is a public middle school founded on the principle that hard work breeds talent, intelligence, and success. Through a curriculum devoted to challenge readings, thoughtful debate, argumentative writing, problem solving, and character education, we will prepare our students to consistently strive to reach further and embrace rigor, hard work, and failure to better themselves and their communities.

A 10 - 15-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
- staff retreats and summer retreat with students

*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 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:

- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities

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- 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 ongoing formative assessments to provide frequent numeric and narrative feedback to all students
- 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
- 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
- Communicating student achievement data with students, parents, and families through an online gradebook
- 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 (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 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
- 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
- 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.

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- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community

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