

TEACHER VACANCY CIRCULAR

School Name: The 30th Avenue School

District: 30

School Site: 28-37 29 Street, QUEENS, NY 11102

Send Cover Letter, Resume and Portfolio to: 30thAveSchool@gmail.com

POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: Dance, Theatre, Visual Arts, , Library Science, Physical Education, Reading Teacher, Technology Education, , Gifted & Talented, 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, Mandarin), Students with Disabilities (All Titles), and/or NYC Common Branches license.

DESCRIPTION

The 30th Avenue School is a citywide K-8 Gifted and Talented school. Through the inclusion of diverse student identities, inquiry-based learning, and data-driven decision-making, the 30th Avenue School will graduate students who will collaborate with others to ask meaningful questions, to solve complex problems, and to responsibly engage with their communities and beyond. Students at the 30th Avenue School receive a comprehensive education that prepares students for competitive high schools and beyond.

Our community of learners will consist of empathetic, inquisitive, dedicated educators and staff who are committed to working in a collaborative team to ensure that our gifted and talented students' social, emotional, and academic needs are met.

We are looking for middle school educators with a commitment to knowing every student as an individual and with a commitment to creating a safe and caring environment. We are looking for educators with a commitment to creating an environment in which every student develops strong questioning, teamwork, analysis, communication, and reflection skills. In addition, we are looking for teachers with a desire to try inquiry-based learning strategies/approaches to teaching.

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, Gifted and Talented extension 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:

- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
- Having and seeking knowledge of contemporary issues in public education
- 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.)
- Using data gathered through observation and formative and summative assessments to guide instructional planning
- Implementing curriculum and assessments that are aligned to Common Core Learning/NYS Standards and individual student needs

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
- Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area
- Ability to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement
- Ability to articulate the criteria for exemplary student work
- Ability or willingness to develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding
- 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.
- Evidence of success in working collaboratively with colleagues and parents/caregivers
- 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.

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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