

TEACHER VACANCY CIRCULAR

School Name: August Martin High School

District: 27

School Site: 156-10 Baisley Blvd, Jamaica, NY 11434

Send Cover Letter, Resume and Portfolio to: augustmartinstaffing@gmail.com by **April 8, 2016**

(Subject to Budget Availability)

POSITIONS

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

****Dual certification in Students with Disabilities/English to Speakers of Other Languages and content area preferred.****

Titles Grades 9 – 12 (High School)	
<ul style="list-style-type: none">- English- Mathematics- Sciences:<ul style="list-style-type: none">o Biologyo Chemistryo Earth Scienceo Physics- Social Studies- Students with Disabilities- Foreign Languages*	<ul style="list-style-type: none">- Arts:<ul style="list-style-type: none">o Visual Artso Music- English to Speakers of Other Languages- Health Education- Physical Education- Career and Technical Education*<ul style="list-style-type: none">o Culinaryo Aviation / Pilot (Teacher of any Certification with Pilot License)o Business

*For list of Foreign Languages and Career & Technical Education certifications, see

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

DESCRIPTION:

August Martin High School's mission is to equip scholars with the academic, social and emotional skills required to be college and career ready including intellectual curiosity, personal responsibility and the confidence to succeed. August Martin High School believes that a student-centered inquiry based approach to learning provides scholars with an opportunity to engage in rigorous CCLS aligned academic coursework while unleashing a desire to learn.

An important aspect of August Martin High School will be the expanded learning time embedded in the school day which will provide scholars with an opportunity to work on their expository writing skills (WITsi) in various settings including an academic advisory program, as well as ELA and Math courses that are implemented utilizing the EngageNY CCLS-aligned curricula. Scholars will also be provided with multiple opportunities to engage in academic as well as social-emotional enrichment both within the expanded school day as well as in our after school academic enrichment program.

August Martin scholars are resilient and hungry to learn, however, their desire for the latter is sometimes hampered by negative academic experiences as well as social realities that contradict the lessons taught in school. August Martin High School scholars are historically known for their passion for community and the power of their collective voice. Named after the first black airline pilot in the United States, August Martin High School is committed to staying true to the strength and courage embedded in its historical roots. Our learning community is committed to supporting our scholars in achieving self-determination as well as academic success through our school's advisory, youth leadership programs (i.e. Martin Ambassadors) as well as through our strong social-emotional supports that are all founded in our core values and the mission of the school. Our community is committed to promoting academic excellence while cultivating the leader in all of our young men and women.

A mandatory 5-day (Mon thru Fri) summer planning institute will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. The summer institute will take place August 1st – 5th to inform all school year daytime professional development such as inquiry work, inter-visitations, teacher common planning, and collaborative conversations.

Those who participate will be compensated according to the terms of the UFT contract.

Additionally, the school will offer opportunities for teachers to participate in:

- After school and/or Saturday tutoring, Expanded Learning Time, enrichment, sports, arts, and family programs
- In-house school committees and/or special programs

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 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 highly effective, effective, developing or 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:

Classroom Teaching & Planning

- Working in an inclusive non-tracked environment utilizing a student centered inquiry-based model as the primary instructional model
- 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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<ul style="list-style-type: none"> - Working in a renewal organization with a focus on individualized student learning and utilization of Writing is Thinking (WIT) and Strategic Inquiry (SI) approaches. - Adapting 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 - Maintaining an organized, print-rich, literature-based environment
<p>Assessments & Data</p> <ul style="list-style-type: none"> - 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
<p>Professional Development</p> <ul style="list-style-type: none"> - Practicing an open-door policy that encourages collaboration and development of best practice pedagogy - Having and seeking knowledge of contemporary issues in public education - Developing professional goals aligned to the Danielson Framework that will assess classroom effectiveness and impact on student achievement
<p>School Culture & Community</p> <ul style="list-style-type: none"> - 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 - Incorporating youth development principles into curriculum, classroom, and school-wide practices - Initiating partnerships and mentoring relations with Community Based Organization personnel and faculty to enhance school experiences and develop external learning experiences
<p>Communication</p> <ul style="list-style-type: none"> - Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues - Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration - 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:

<p>Classroom Teaching & Planning</p> <ul style="list-style-type: none"> - Familiarity with the Workshop Model - 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 - Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction - Evidence of success collaborating in interdisciplinary teams across content areas - 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 - Ability to enhance instruction through the integration of technology to support student learning and achievement - Ability to plan, implement, and evaluate individual, small group, and whole-class instruction
<p>Assessments & Data</p> <ul style="list-style-type: none"> - 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 - Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement - 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
<p>Professional Development</p> <ul style="list-style-type: none"> - Evidence of strong collaborative and team skills - Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading) - Familiarity with professional literature and best practice in content area
<p>School Culture & Community</p> <ul style="list-style-type: none"> - 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.
<p>Communication</p> <ul style="list-style-type: none"> - Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community - Evidence of success in working collaboratively with colleagues and parents/caregivers - Willingness to learn all Microsoft Office programs and relevant web applications (Internet Explorer, Google Drive, Outlook, SESIS)

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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

APPEALS PROCESS

For current DOE Internal Applicants Currently Serving at this School Only: All applicants will be notified, in writing, whether or not they have been selected by the Staffing Committee. Applicants who have not been selected shall be notified of how to appeal the Committee's decision, if they so choose. The decisions of the Staffing Committee shall be grievable and arbitrable using the same process and implemented in the same manner as the Expedited Arbitration Procedure for the SBO Transfer and Staffing Plan (including, but not limited to, Article 22E2 of the collective bargaining agreement covering teachers for 2000-2003 and the practices that were established by the parties).

AN EQUAL OPPORTUNITY EMPLOYER

It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alienage and citizenship status, age, marital status, disability, prior record of arrest or conviction (except as provided by law), sexual orientation, gender (sex), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation as required by civil rights law. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201, or visit the OEO website at: <http://schools.nyc.gov/Offices/GeneralCounsel/Investigative/OEO/default.htm>