

TEACHER VACANCY CIRCULAR

School Name: Fordham Leadership Academy for Business & Technology

District: 10X438

School Site: Theodore Roosevelt Campus, 500 E. Fordham Rd., Bronx, NY 10458

Send Cover Letter and Resume to: fordhamleadershipstaffing@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: (Optional: Dual certification in [Students with Disabilities/English for Speakers of Other Languages, etc.] and content area preferred.)

<ul style="list-style-type: none">- English 7-12- Mathematics 7-12- Sciences 7-12:o Biologyo Chemistryo Earth Science- Social Studies 7-12	<ul style="list-style-type: none">- Students with Disabilities:o Generalisto Englisho Mathematicso Social Studieso Biologyo Chemistryo Earth Science	<ul style="list-style-type: none">- Foreign Language: Spanish- TESOL- ENL Extension (a plus)- Physical Education- Art or Visual Arts
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DESCRIPTION

“At Fordham Leadership Academy, we cater to the whole child by our unwavering commitment to develop future leaders that are prepared for the challenges of the 21st century via academic excellence and character development.”

As part of this position, pedagogues will attend a 5-day summer professional learning institute, August 29th - September 2nd, which 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 during the school year 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
- Staff and student retreats for teachers interested in becoming faculty advisors for the Peer Group Connections mentoring program
- Opportunities to participate in the Extended Learning Time program.

Teachers will be compensated according to the terms of the UFT contract. Staff participation in these additional 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, 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, portfolio (optional), experience and/or interview responses willingness to commit to the school’s mission and core beliefs and to become involved in these essential aspects:

- Working within a non-traditional school schedule and organizational structure that includes teaching classes in 50-minute blocks
- To the extent possible, core subject area teachers will receive 5 additional professional periods per week, in lieu of instructional periods
- Collaborating in departmental and interdisciplinary grade level teaching teams that meet the needs of all students, including English Language Learners and Students with Disabilities
- Modifying and implementing curriculum and assessments that are aligned to Common Core Learning/NYS Standards to meet the needs of all students
- Incorporating Writing is Thinking (WIT) literacy strategies into daily routines and classroom instruction in all content areas
- Maintaining an organized, print-rich learning environment

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- Taking on duties that support classroom teaching (meeting in departments and grade levels, implementing school policies and expectations, being an active part of school decision-making, communicating with parents throughout the school year to support student achievement, etc.)
- 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 and outreach to parents
- Participation in cohort progress monitoring teams to increase student attendance
- Practicing an open-door policy that includes use of model classrooms and intervisitations to encourage collaboration and development of best practices
- Timely implementation of actionable feedback provided during post observations
- Engage in reflective conversations with colleagues and supervisors to improve instruction and student achievement
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- Serving as a mentor to a small group of students, including maintaining ongoing communication with parents/guardians and supporting students with goal-setting around leadership, academic, social, and emotional achievement and growth
- Collaborate with community based partners to enhance school experiences, develop student leadership skills and develop external learning experiences
- Maintaining timely and effective communication with students, families, and other school stakeholders around student progress on meeting personal and academic goals by utilizing technology, such as Google Drive and Skedula

SELECTION CRITERIA

The successful candidate will demonstrate a willingness to carry out the above duties and responsibilities and will meet the following criteria:

- Ability to plan and implement individual, small group, and whole-class instruction
- 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
- Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking strategies into classroom instruction
- Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
- Willingness to implement team-teaching models with special education and/or ESL teachers in a collaborative team teaching setting, as applicable.
- Ability to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement
- Evidence of strong classroom management skills
- Ability to articulate the criteria for exemplary student work
- Ability or willingness to develop formative and summative assessments, analyze student data collected from the assessments, and adjust teaching practices to ensure student understanding
- Evidence of strong collaborative and team skills
- Evidence of commitment to continuous professional growth
- 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.

In addition to the cover letter, resume, and interview, teacher candidates *may* present a teaching portfolio, which may include evidence of evidence of curriculum planning such as unit plans, lesson plans, and any teaching artifacts collected throughout your teaching career. 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 advisor or professional organization representative. New teachers may provide artifacts from their student teaching experience, and submit letters of recommendation from their cooperating teachers and professors.

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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>