

TEACHER VACANCY CIRCULAR

School Name: Herbert H. Lehman High School (08X405)

District: 08

School Site: 3000 East Tremont Avenue, Bronx, NY 10461

Send Cover Letter, Resume and Portfolio to: staffing@lehmanhs.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:

<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<ul style="list-style-type: none">o Generalisto Englisho Mathematicso Social studieso Biologyo Chemistryo Earth Science- Foreign Languages<ul style="list-style-type: none">o Spanisho Italiano ASL- Literacy (Grades 5-12)	<ul style="list-style-type: none">- Arts:<ul style="list-style-type: none">o Danceo Theatreo Visual Artso Music- Business and Marketing- English to Speakers of Other Languages- Health Education- Library Science- Physical Education- Reading Teacher- Special Education- Speech and Language Disabilities- Technology Education- Career and Technical Education<ul style="list-style-type: none">o Danceo Electronic/Electro Mechanicalo Electrical/Electronic Equipment Occupationso Computer Service Technician
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DESCRIPTION

The mission of Lehman High School is encapsulated in our five core values “PRIDE”: **Professionalism, Rigor, Inquiry, Development, Engagement**. Our aim is to develop students’ critical reading, writing, speaking and listening skills. These academic competencies, grounded in rigor, emphasize college and career readiness and more importantly, build cognitive, aesthetic, moral, psychosocial and developmental capacity in each of our students so that they are prepared to be the architects of their lives and contributors to their community. Our arts, technology and engineering tracks are dedicated to ensuring that our students are provided with a myriad of opportunities to go beyond traditional core studies and partake in additional academic and artistic pursuits.

Our core values are rooted in academic complexity, collaboration, and social-emotional support systems. Taken together, they push our entire school community to enact our mission and speak collectively to

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what it is that we do inside and outside of the classroom to help our students meet their individual academic and personal goals.

A mandatory 5-day summer planning institute from August 29, 2016 to September 2, 2016 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, other than mandated professional development and common planning time.
- Opportunities to participate in the Extended Learning Time program

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 extension preferred, with an overall rating of developing, effective, and highly effective and satisfactory attendance.

DUTIES AND RESPONSIBILITIES

Because roles in schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume, cover letter, interview responses, supplemental materials submitted, and/or willingness to commit to the school's mission and core beliefs and to become involved in these essential aspects:

- Working in an inclusive non-tracked environment utilizing Inquiry-based instruction as the primary instructional model.
- Collaborating in an interdisciplinary planning and teaching team to plan units, write interim assessments, share teaching strategies, participate in inter-visitations, analyze student data, and develop best practices that support literacy and critical thinking skills across all subject areas to meet the needs of all students.
- Implementing curriculum and assessments that are aligned to Common Core Learning/NYS Standards
- Maintaining an organized, print-rich, and welcoming environment
- Using ongoing formative assessments to provide specific and actionable feedback to all students
- Using student data gathered through formative and summative assessments to guide instructional planning
- Having a growth mindset to continuously monitor progress and assess effectiveness in enhancing student achievement
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- Establishing and maintaining a collaborative relationship with CBO personnel and faculty to enhance school experiences and develop external learning experiences
- Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues

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- Maintaining regular and open communication with families by providing regular written updates through Skedula on student progress and creating opportunities for family participation, inclusion, and collaboration

SELECTION CRITERIA

The successful candidate will demonstrate:

- Familiarity or willingness to learn and implement: Inquiry-based instruction, WITsi, Restorative Justice, and the school adopted Common Core aligned curricula
- Evidence of strong content knowledge and best instructional practices to best support student learning and address 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
- 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 and 21st century skills to support student learning and achievement i.e. Smart Board and interactive software, online learning, etc.
- Ability to articulate the criteria for exemplary student work and develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding
- Evidence of strong collaborative and team skills
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, professional reading)
- 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.
- A growth mindset to continuously monitor progress and assess effectiveness in enhancing student achievement
- Ability to effectively communicate orally and in writing with colleagues, parents, students, CBO partners, and the community
- Willingness to learn all Microsoft Office programs, NYC DOE software/web applications, Google Apps for Education, Skedula, and all other software/web applications used at Lehman High School

In addition to the cover letter, resume, and interview, teacher candidates may present supplemental materials which may include, but are not limited to, philosophy of education, evidence of curriculum planning such as course syllabi, lesson plans, any teaching artifacts collected throughout teaching career, and written observation(s) from a supervisor.

Teaching artifacts may include student work, images of student work and presentations, and curriculum development examples. Applicants must also provide three professional references. References may

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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>