

TEACHER VACANCY CIRCULAR (REVISED 3/16/2016)

School Name: John Adams High School, District: 27

School Site: John Adams High School

Send Cover Letter & Resumes may be submitted to: [staffing@johnadamsnyc.org](mailto:staffing@johnadamsnyc.org) by April 11, 2016

Positions:

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

<p>English</p> <p>Mathematics</p> <p>Science</p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Earth Science</li> <li>• Physics</li> </ul> <p>Social Studies</p> <p>Students with Disabilities</p> <ul style="list-style-type: none"> <li>• Generalist</li> <li>• English</li> <li>• Mathematics</li> <li>• Social Studies</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Earth Science</li> <li>• Physics</li> </ul>	<p>Arts</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Theater</li> <li>• Visual Arts</li> <li>• Music</li> </ul> <p>Business and Marketing</p> <p>English to Speakers of Other Languages</p> <p>Health Education</p> <p>Library Media Specialist</p> <p>Physical Education</p> <p>Technology Education (Computer Science)</p> <p>Military Science</p> <p>Foreign Languages*</p> <p>CTE Fashion Design*</p> <p>Teacher of Literacy</p>
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\*For list of foreign languages and career & technical education certificates, see <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

**DESCRIPTION**

At John Adams High School we hold ourselves responsible for fostering and sustaining a school wide culture of lifelong learning, resulting in the skills and knowledge necessary for success in college and 21<sup>st</sup> century careers. In order to accomplish this we have instituted a series of initiatives with the combined goals of improving instruction and aligning it with the CCLS and Engage NY, promoting the learning both of students and adults, and fostering a culture of collaboration and engagement between students, parents, staff, and community. Among the most important of these initiatives are SAM, WITSI, and PBIS.

SAM (Scaffolded Apprenticeship Model) is a two year school improvement and leadership program, centering on use of the inquiry cycle to identify learning gaps, followed by the creation of instructional and/or structural systems to close them. WITSI (Writing is Thinking and Strategic Inquiry) incorporates the cycle of inquiry to provide a scaffolded approach for developing student writing and critical thinking skills. The Positive Behavior Interventions and Supports (PBIS) program is based on the understanding that behavioral and academic concerns oftentimes are interrelated, and uses a two-pronged approach that addresses the needs of the whole student.

These programs operate in a broader setting of student selected, theme based Small Learning Communities (SLCs) and specialty programs such as Junior Air Force ROTC, the IB (International Baccalaureate program, College Now, Advanced Placement, extensive team and extracurricular activities, and STEM and Fine Arts programs, among others. By combining the intimacy of a small school with the offerings of a large school our students are supported academically, emotionally, and socially.

**A mandatory one week summer planning institute to be held August 29, 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
- Daytime professional development such as inquiry work, intervisitations, teacher common planning, and collaborative conversation
- Any other opportunities you'll have in John Adams High School that are outside of teachers' contractual obligations, within the scope of a teachers' responsibilities

*Advance notice of dates will be supplied, and those who participate will be compensated according to the terms of the UFT contract. Staff participating 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 with an overall end-of-year rating of developing, effective, or 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 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 inter-disciplinary planning and teaching team with an emphasis on lesson planning using Danielson's Enhancing Professional Practice.
- Collaborating with colleagues to write and plan units, write interim assessments, share teaching strategies, visit peer classrooms, analyze student data, and develop best practice pedagogy that supports literacy and critical thinking skills across all subject areas with a focus on Common Core Learning Standards and Engage NY
- Using data gathered through formative and summative assessments to guide instructional planning
- Practicing an open-door policy and developing best practice pedagogy to facilitate professional growth and collaboration
- Case conferencing regarding specifically targeted students as part of the inquiry process.
- Maintaining regular and open communication with families by providing regular written updates on DOE reporting tools pupil path and Skedula
- Working in an inclusive environment utilizing Inquiry-based instruction as a primary instructional model
- Teaching content area in a general education setting, as well as in a ICT environment with students with disabilities for example parallel teaching
- Maintaining an organized, print-rich literature based classroom environment
- Facilitating teacher team meetings during Professional Development time
- Creating a safe and supported learning environment with routines and structures that align with the school's core values
- Initiating partnerships and mentoring relations with community based organizations and cultural institutions to enhance and deepen the learning environment with routines and structures that align with the school's core values

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- Utilizing technology to promote and assess student learning to communicate with students, parents, families, and team members

### SELECTION CRITERIA

- Familiarity or willingness to learn and implement: Inquiry-based instruction, WITSI, PBIS, and the Engage NY curriculum
- 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 skills into classroom instruction
- 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
- Ability to enhance instruction through the integration of technology and 21<sup>st</sup> Century skills to support student learning and achievement
- Ability to plan, implement, and evaluate individual, small group, and whole-class instruction
- 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 strong collaborative and team skills
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, and familiarity with professional literature)
- Experience with or willingness to implement the PBIS system
- Evident of strong classroom management skills
- Ability to effectively communicate orally and in writing with colleagues, parents/guardians, students, industry partners, and the community
- Willingness to learn and implement all Microsoft Office programs, NYC DOE software/web applications, Google Applications, Skedula, and all other software/web applications used at John Adams High School

In addition to the cover letter, resume, and interview, teacher candidates may 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 also must provide three professional references and, if possible, a written observation from a supervisor. Reference might include one from a peer, with whom the applicant has collaborated, and/or a faculty development or professional organization representative.

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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>