

## GUIDANCE COUNSELOR VACANCY CIRCULAR

**School Name:** John Adams High School

**District:** 27

**School Site:** 101-02 Rockaway Blvd., Ozone Park, New York 11417

**Send Cover Letter and Resume to:** [staffing@johnadamsnyc.org](mailto:staffing@johnadamsnyc.org) by April 14, 2016

### POSITIONS

Guidance Counselor

### 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 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 to 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 PSAL 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.**

Because we believe that all staff members play an important role in the education of our students, the school will offer opportunities for Guidance Counselors to assist with or participate in activities like:

- After-school and/or Saturday tutoring, enrichment, sports, arts, and family programs
- In-house school committees and/or special programs.
- Inquiry work with teachers and other staff members and collaborative conversation among all staff members.
- Any other opportunities you'll have in your school that are outside of guidance counselors' contractual obligations within the scope of a guidance counselor's responsibilities.

*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 certified Guidance Counselor in New York City schools, with satisfactory ratings and attendance.

# GUIDANCE COUNSELOR VACANCY CIRCULAR

## 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:

- Practicing counseling to facilitate professional growth and collaboration that supports overall learning environment for students
- Counseling students, individually and in groups, regarding academic readiness, discipline-related guidance issues, social and emotional development, substance abuse (if trained), conflict mediation, and graduation requirements, and making appropriate referrals
- Documenting counseling services DOE and John Adams Native programs
- Collaborating to develop and implement behavior intervention plans to support the academic, social and emotional development of students
- Participating in regular faculty development and being involved in collaborating on the school's guidance program
- Maintaining current student academic records and regularly communicating with students and families students' academic progress towards meeting graduation requirements
- Guiding students in preparing their college and career readiness plans by assisting with registration for PSAT and SAT, registration and preparation for filing the FAFSA, and preparation and mailing of college applications
- Attending and participating in pupil personnel committee meetings
- Providing transitional linkage counseling support and outreach to students with IEP's
- Completing annual review cards on all students grade 7-12 as per NYS Part 100.2
- Maintaining regular and open communication with parents
- Identifying and making appropriate referrals to meet and support students' academic, social, and/or mental health needs
- Developing and maintaining partnerships with participating educational institutions, industry partners, and community-based organizations to support school initiatives including job shadowing, internships, and other academic opportunities
- Seeking out resources and services outside our school to improve the emotional, social and academic well-being of our students and their families
- Providing orientations (incoming freshmen, college, and work fairs etc), workshops (PTA/at risk students, etc) and other public speaking events
- Assisting with the design of student schedules to ensure fulfillment of all New York State graduation requirements
- Working with attendance team to help improve student attendance
- Attending all IEP conferences and meetings
- Facilitating active student recruitment and conducting new student intake
- Working on Microsoft Office, Google for Education, DOE Native, and John Adams HS Native systems
- Collaborating with Small Learning Community teams of a SLC Director, a Dean of Student Culture, and teachers

## SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities:
  - Evidence of successful counseling strategies with regard to academic readiness, discipline-related guidance issues, social and emotional development, substance abuse (if trained), and conflict mediation

## **GUIDANCE COUNSELOR VACANCY CIRCULAR**

- Experience preferred, but willingness to be trained in providing counseling strategies for substance abuse
- Ability to offer leadership to staff and teachers around the social and emotional development of students
- Knowledge of and experience with contemporary issues that affect youth living in high poverty communities and provide strategies to staff in promoting social and emotional competence throughout the building
- Familiarity with professional literature and best practice in social and emotional intelligences, and adolescent development
- Commitment to developing professional goals and objectives in collaboration with the administration that will monitor progress and assess effectiveness in enhancing student development and achievement
- Success in working collaboratively with colleagues, parents/caregivers and partners
- Ability to use data to inform counseling practices
- Experience with displaced youth and gang prevention
- Ability to retrieve, organize, and report student data using all NYCDOE data systems (e.g. ATS, STARS, SESIS)
- Evidence of success in forming successful partnerships with community-based organizations and other organizations that offer social and emotional supports to students
- Knowledge of or ability to make referrals for students in need of additional services or alternative placements
- Dedication to helping children grow and learn in a demanding setting
- Strong knowledge of college readiness, college preparation and willing to assist in the development of a college-bound school culture
- Experience collaborating on an interdisciplinary grade level team
- Knowledge of both ELL/ESL standards and Special Education compliance requirements
- Evidence of success in collaborating on AIS (Academic Intervention Services) team
- Ability and/or willingness to use or learn to use Google Apps and other guidance software
- Strong written and oral communication skills
- Ability to work in a fast-paced, multifaceted school environment, including the ability to multitask
- Experience preferred, but willingness to be trained in providing counseling strategies for Positive Behavioral Intervention and Supports

In addition to the cover letter, resume, and interview, applicants must present three professional references. Reference might include one from a peer, with whom the applicant has collaborated, and/or a faculty development or professional organization.

Resumes may be sent to [staffing@johnadamsnyc.org](mailto:staffing@johnadamsnyc.org) by April 14, 2016

### **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).

## **GUIDANCE COUNSELOR VACANCY CIRCULAR**

### **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>