

TEACHER VACANCY POSTING CIRCULAR (Revised)

School Name: Banana Kelly High School

District: 08

School Site: 965 Longwood Avenue Bronx, NY 10459

Send Cover Letter and Resume to: ajohnson@bananakellyhs.com by April 11, 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.)

7-12 Titles

<ul style="list-style-type: none"> - English - Mathematics - Sciences: <ul style="list-style-type: none"> o Biology o Chemistry o Earth Science o Physics - Social Studies 	<ul style="list-style-type: none"> - Students with Disabilities <ul style="list-style-type: none"> o English o Mathematics o Social studies o Biology o Chemistry o Earth Science 	<ul style="list-style-type: none"> - Foreign Languages* <ul style="list-style-type: none"> o Spanish o French - ESL/ENL - Physical Education - Career and Technical Education (CTE) <ul style="list-style-type: none"> o Graphic Arts o Information Technology
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*For list of Foreign Languages and Career & Technical Education certifications, see <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

DESCRIPTION

The mission of Banana Kelly High School (BKHS) is to develop a community of visionary learners through a growth mindset who are committed to changing the world. At the BKHS, students are driven by the collaborative work of their peers. Teachers serve as facilitators in the learning process while students lead inquiry-based discussions about the content. It is our core belief that when students and teachers both possess a growth mindset they will demonstrate determination, persistence and explore new ideas and/or strategies. Our students are not the only visionaries in the school. Teachers and administrators effectively collaborate to build college-level curriculum, strong relationships with their colleagues and students as well as structure learning opportunities inside and outside the classroom. Our motto is “Learning is done best through a growth mindset.

As a mandatory part of accepting this position, pedagogues will attend a mandatory 5-day summer professional learning institute Monday, August 22, 2016 to Friday, August 26, 2016 which will offer an essential opportunity for staff to be involved in developing the school’s culture and instructional program.

Additionally, BKHS 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

TEACHER VACANCY POSTING CIRCULAR (Revised)

- Daytime professional development such as inquiry work, inter-visitations, teacher common planning, and collaborative conversation
- Staff and student retreats for teachers interested in becoming faculty advisors for the Peer Group Connections mentoring program
- Any other opportunities you'll have in your school that are outside of teachers' contractual obligations, within the scope of a teacher's responsibilities.

Advance notice of dates will be provided, and those who participate 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 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, experience and/or interview responses willingness to commit to the school's mission and core beliefs and to become involved in these essential aspects:

Classroom Teaching & Planning

- Working within a non-traditional school schedule and organizational structure that includes teaching classes in 60-minute blocks and additional professional 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, literature-based environment
- 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.)
- Be willing to teach an elective class

Assessments & Data

- 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
- Using data to inform outreach to parents
- Participation in cohort progress monitoring teams to increase student attendance

TEACHER VACANCY POSTING CIRCULAR (Revised)

Professional Development

- Practicing an open-door policy that includes use of model classrooms and inter-visitations 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....

School Culture & Community

- 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
- Incorporating youth development principles into curriculum, classroom, and school-wide practices
- Collaborate with community based partners to enhance school experiences, develop student leadership skills and develop external learning experiences

Communication

- 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
- Timely and effective communication with students and parents around student progress on meeting personal and academic goals

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities

Classroom Teaching & Planning

- Ability to plan, implement, and evaluate 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
- 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
- Evidence of strong classroom management skills

TEACHER VACANCY POSTING CIRCULAR (Revised)

<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 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 mentor a small group of students- 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 Google classroom and Skedula in order to communicate with parents, students and colleagues

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 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).

TEACHER VACANCY POSTING CIRCULAR (Revised)

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>