

TEACHER VACANCY CIRCULAR

School Name: Isobel Rooney Middle School 80

District: 10

School Site: 149 E. Mosholu Parkway North, Bronx, NY 10467

Send Cover Letter, Resume and Portfolio to: ms80staffing@10x80.com by May 6, 2016

(Subject to Budget Availability)

POSITIONS

Subject to sufficient budget, positions in the school include the following titles: English Language Arts (9 Positions), Math (9 Positions), Social Studies (6 Positions), General Science (5 Positions), Science Living Environment (1 Position), Earth Science (1 Position), ESL/ENL (6 Positions), Native Language Arts/Foreign Language –Spanish (1 Position), Instructional Technology* (1 Position), Theatre/Drama** (1 Position) and Physical Education (2 Positions)

DESCRIPTION

Our mission is to empower students with 21st century skills that prepare them for secondary education, college and beyond. We cultivate a learning community that transforms teaching and learning through the integration of technology. Together as a team, we strive for excellence.

Must be able to attend a 5-day summer planning institute that will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program.

The 5-day institute will scheduled on:
August 29, 2016-September 2, 2016
(Times-TBD)

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, inter-visitations, teacher common planning and collaborative conversation
- Curriculum & Pacing Calendar refinement to meet the needs of the student population
- Extended Learning Time – 75 minutes Tuesday through Friday, from 2:20 p.m. – 3:35 p.m.

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 City license and/or New York State certification
- Excellent record of attendance and punctuality
- Developing*, Effective or Highly Effective overall rating for 2014-15
 - * Applicants with a Developing overall rating or without a HEDI rating for 2014-15 are subject to additional documentation and demonstration of teaching practice.

Preferred:

- Dual Certification for Special Education and ESL licensed teachers
- Bilingual Extensions (Spanish or Bengali)

DUTIES AND RESPONSIBILITIES:

Teachers' roles in middle schools are varied and complex therefore, serious consideration will be given to applicants who demonstrate successful experience and/or willingness to commit to and be immersed in the following:

Classroom Teaching & Planning

- Establishing student-led classrooms (using facilitative teaching methods) that empower students to take ownership of their learning process. *This includes but is not limited to: students working in teams, self and peer assessing*

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Classroom Teaching & Planning- Continued

before receiving teacher feedback, engaging in student-to-student discussions and taking part in the development of rubric criteria

- Supporting students in maintaining an individual portfolio with exemplary work products and work products in development. Teachers will ensure that established expectations for keeping and maintaining student work portfolios are met or exceeded
- Explicit reading and writing instruction across all content areas, which includes the consistent use of differentiated texts by reading level, engaging students in rigorous writing processes and providing multiple opportunities for students to improve their work products
- Able and willing to teach collaboratively with colleagues in a variety of settings
- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
- * Willingness and ability to teach courses in: Robotics, Coding and Programming
- ** Willingness and ability to organize fall and spring productions

Assessments & Data

- Using standards-based grading to diagnose, assess, provide feedback and track student mastery through Skedula's online grade-book
- Using data gathered through formative/summative assessments to guide instructional planning

Professional Development

- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
- Engage in job-embedded coaching and professional learning experiences that are hands-on and rigorous

School Culture & Community

- Establishing a safe, inclusive, and supportive learning environment with routines and structures that support the school's mission and core values. (*Self-regulation, Trustworthiness, Academic Excellence, Respect, and Responsibility*) This includes the implementation of the school-wide P.B.I.S. program and its sub-components
- Supporting all school policies, procedures, and routines. *This includes but is not limited to the school's uniform policy, transition plans, technology management procedures, cellphone policy, discipline code, etc.*
- Serving as an advisor, teacher-team liaison, mentor and role model to a small group of students; maintaining ongoing communication with parents/guardians and supporting students with goal-setting around academic, social-emotional achievement and growth. This includes coordinating academic supports and following up with any necessary documents or information needed from the assigned students

Communication

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

SELECTION CRITERIA

The successful candidate will demonstrate:

Classroom Teaching & Planning

- Evidence of strong content knowledge and ability to help students overcome difficulties with content area concepts
- Experience with or willingness to incorporate reading, writing, speaking, listening and critical thinking skills into classroom instruction across all content areas

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- Experience differentiating instruction and assessments for all students
- Familiarity with a variety of team-teaching models and willingness to team-teach with special education and/or ESL teachers in a co-teaching setting
- Ability to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement

Assessments & Data

- 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

Professional Development

- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading) and familiarity with professional literature and best practices in content area
- Willingness to learn all digital programs and relevant web applications (Internet Explorer, Outlook, Google Apps for Education, etc.)

School Culture & Community

- 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.

Communication

- 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

In addition to the cover letter, resume, and interview, teacher candidates must 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).

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, sexual orientation, gender (sex) or prior record of arrest or convictions (except as provided by law), 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, NY, 11201.