

TEACHER VACANCY CIRCULAR

School Name: PS 62

District: 31

School Site: 644 Bloomingdale Road, Staten Island, New York 10309

Send Cover Letter, Resume and Portfolio to: PS62StatenIsland@gmail.com

POSITIONS

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

- Early Childhood Education (Birth – Grade 2)
- Childhood Education Grades Pre-K-6
- Childhood Education Birth-6
- Students with Disabilities Grades Pre-K-6
- English to Speakers of Other Languages
- Speech and Language Disabilities
- Art- Dance
- Technology Education

DESCRIPTION

PS 62 is a stimulating learning environment in which our team of dedicated and highly-trained staff, together with the support and partnership of parents and families, provides quality education in a well-resourced building which addresses the individual needs of our students. Each day, we will seize the opportunity to build creative problem solvers and analytical thinkers. We are equally committed to developing and nurturing the whole child to ensure that they become compassionate leaders who can make a positive difference in society. At PS 62, we believe that every child has a unique gift and something special to contribute to their community.

In addition, as we create and sustain strong partnerships, and nurture relationships, with various community organizations, “real world” experiences will further enhance the academic and social development of every student. The PS 62 community will strive to grow leaders in sustainability. Together, we will lead change in society from being wasteful energy consumers to efficient energy conservationists.

A 10 day summer planning institute 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

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, with satisfactory ratings and attendance

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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, experience and/or willingness to commit to the school's mission and core beliefs and to become involved in these essential aspects:

- Collaborating with colleagues in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
- Collaborating with colleagues to write unit plans, interim assessments, share teaching strategies, visit colleagues classrooms, analyze student data, and develop best practices that support critical thinking skills and inter-connectedness across all subject areas
- Working in an inclusive environment utilizing the Workshop Model and Inquiry-based instruction as primary instructional models
- Working in a new start-up organization with a focus on individualized student learning and utilization of a backward planning design model (see Wiggins and McTighe)
- Developing and implementing curriculum and assessments that are aligned to Common Core Learning/NYS Standards
- Incorporating literacy strategies into daily routines and classroom instruction in all content areas
- Maintaining an organized, print-rich, literature-based environment
- Using standards-based grading to diagnose, assess, and track student mastery
- 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
- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy in order to ensure professional growth
- Facilitating teacher team meetings
- Having and seeking knowledge of contemporary issues in public education
- Developing professional goals aligned to the Danielson Framework that will assess classroom effectiveness and impact on student achievement
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- Incorporating youth development and leadership principles into curriculum, classroom, and school-wide practices
- Initiating partnerships and mentoring relations 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
- Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration
- Communicating student achievement data with students, parents, and families through an online platform
- 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.)

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- Facilitating workshops to communicate instructional expectations to parents, families and the larger community

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities
- Familiarity with the Workshop Model and Inquiry-based Instruction
- Ability to incorporate hands-on and cooperative learning activities in classroom instruction
- Ability to develop and implement units and tasks utilizing a backward planning model (see Wiggins and McTighe)
- 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 collaborating in interdisciplinary teams across content areas
- 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
- 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
- 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 success in monitoring and analyzing data to drive instruction and increase student achievement
- 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
- 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
- Evidence of facilitating or leading teacher teams
- Experience with or willingness to implement a leadership development curriculum (ex. The Leader in Me)
- 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.
- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community

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- Evidence of success in working collaboratively with colleagues and parents/caregivers
- Evidence of facilitating workshops to communicate instructional expectations to parents, families and the larger community
- Willingness to learn all Microsoft Office programs and relevant web applications (Internet Explorer, Outlook, etc.)

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