

## TEACHER VACANCY CIRCULAR

**School Name:** West End Secondary School for Urban Studies

**District:** 03

**School Site:** 227 West 61<sup>st</sup> Street, New York, New York, 10023

**Send Cover Letter, Resume and Portfolio to:** [westendsecondary@gmail.com](mailto:westendsecondary@gmail.com)

### POSITIONS

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

- Mathematics (Grades 5-9)
- Students with Disabilities – Mathematics (Grades 5-9 or 7-12)
- English Language Arts (Grades 5-9 or 7-12)
- Students with Disabilities – English Language Arts (Grades 5-9 or 7-12)
- Social Studies (Grades 5-9)
- Science: Physics, Chemistry, or Biology (Grades 5-9 or 7-12)
- Foreign Language: French (Grades 5-9 or 7-12)
- Dance K-12
- Theatre K-12
- Music K-12
- Speech and Language Disabilities K-12
- English to Speakers of Other Languages K-12

### DESCRIPTION

West End Secondary School empowers students to achieve at the highest level by cultivating their innate curiosity and nurturing their natural ability to wonder and create. We envision our classrooms to be a safe context in which adolescents can work through problems with guidance and the necessary supports to arrive at their own true discovery. The delight that characterizes the moment when one reaches an understanding, arrives at the derivation of a formula, or acknowledges the connection between a math problem and its application to engineering are extraordinary moments in a student's development. These accomplishments are most memorably achieved and valued when a student ventures into this territory as a result of carefully planned learning experiences that place the teacher as the facilitator of learning.

WESS will emphasize the central role that the student plays in his or her own learning process, understanding that students learn best when they discern the value in learning and enjoy getting there. We will immerse students in authentic learning experiences that require investigation, discovery, and innovative thinking. Through carefully crafted interdisciplinary units of study designed to spark their imaginations, students will develop the capacity to become reflective questioners and critical thinkers who consider multiple perspectives. It is the expectation that our students, teachers, and school leaders recognize the importance of lifelong learning and continuously seek out ways they can grow and learn.

A 10-day summer planning institute will offer an essential opportunity for team members 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, before school, and/or Saturday tutoring, enrichment, sports, arts, and family engagement programs
- In-house school leadership and/or special programs

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- Daytime professional development such as inquiry work, inter-visitations, 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

### **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 to develop and implement curriculum, including 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
- Teaching content area in a general education setting, as well as in a true ICT environment with students with disabilities
- Maintaining an organized, print-rich, literature-based classroom environment
- Using data gathered through formative and summative assessments to guide instructional planning
- Using standards-based grading to diagnose, assess, and track student mastery
- Using ongoing formative assessments to provide frequent narrative feedback to all students
- Practicing an open-door policy in a collaborative environment in an effort to expand upon best practices to that contribute to professional growth
- Facilitating teacher team meetings during Professional Development time
- Having and seeking knowledge of contemporary issues in education
- Developing professional goals and objectives in collaboration with the school leader that will monitor progress and assess effectiveness in enhancing student achievement
- Creating a safe and supportive 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 experience for students
- Supporting students through an advisory program with a small group of students, including maintaining ongoing communication with parents/guardians, for academic guidance and support, social and emotional learning, recognition, and activities that promote the schools core values
- Maintaining regular and open communication with families by providing regular written updates on student progress and creating ongoing opportunities for family participation, inclusion, and collaboration.
- Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and team members

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- Possible facilitation of workshops to communicate instructional expectations to the larger community, subject to the conditions set forth in the UFT contract.
- Communicating student achievement data with students, parents, and families through an online gradebook
- 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.)

### **SELECTION CRITERIA**

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities
- Familiarity with Workshop Model
- Familiarity and/or experience with interdisciplinary planning
- Evidence of strong content knowledge and ability to help students master standards in content areas
- Ability or willingness to learn how to develop unit plans that prioritize skill development across subject areas and assessments that measure student progress
- Experience in differentiating instruction for all students including special education and English Language Learners
- Experience or willingness to learn how to effectively use technology in the classroom to improve student learning
- Using data gathered through formative and summative assessments to guide instructional planning
- Ability to articulate the criteria for exemplary student work
- Ability or willingness to learn how to develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading)
- Evidence of facilitating or leading teacher teams
- Familiarity with professional literature and best practices in content area
- Evidence of strong classroom structures that support the intellectual and social-emotional development 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.
- Evidence of success in working collaboratively with colleagues and parents/caregivers
- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community
- Willingness to learn all Microsoft Office programs and web application (Internet Explorer, Outlook, Excel, and applicable student data systems)

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 unit development examples. Applicants must also provide three professional references and, if possible, a written

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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