

TEACHER VACANCY CIRCULAR

School Name: Brooklyn Science and Engineering Academy

District: 18

School Site: 5404 TILDEN AVENUE, BROOKLYN, NY 11203

Send Cover Letter, Resume and Portfolio to: BrooklynSEA763@gmail.com

POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: Special Education, English to Speakers of Other Languages, Dance, Theatre, Visual Arts, Health Education, Library Science, Physical Education, Technology Education, English, Mathematics, Social Studies, Sciences (All Titles), Literacy (Grades 5-12), Generalist in Middle School Education (Grades 5-9), Foreign Languages (Spanish, French), Students with Disabilities (All Titles). Teachers with dual certification in content area and Students with Disabilities/Special Education or English to Speakers of Other Languages/ESL are strongly encouraged to apply.

DESCRIPTION

Brooklyn Science and Engineering Academy provides our students with learning experiences that prepare them to tackle the rigorous academic work of high school and beyond. Through small class sizes, advisory, and one-on-one academic coaching, we help our students to demonstrate excellence in all academic subject areas and through a unique foundation of learning experiences, which provides a strong foundation in Science, Technology, Engineering, and Math.

The major components of the program at Brooklyn Science and Engineering Academy will include a daily advisory program; a common planning program for literacy development and collaboration; visits to college campuses and cultural institutions; and focus on foundational skills. The ideal teacher candidate will possess a commitment to timeliness, data analysis, teamwork, discipline and order, a passion for children and education, and engagement in regular cycles of observation, feedback and reflection.

An 8-10-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
- 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

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:

TEACHER VACANCY CIRCULAR

- Working within a non-traditional school schedule and organizational structure that includes teaching classes in 90-minute blocks, as scheduled
- 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
- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
- Serving as an advisor to a small group of students, including maintaining ongoing communication with parents/guardians and supporting students with goal-setting around academic, social, and emotional achievement and growth
- 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
- 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
- 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 or willingness to develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding
- Evidence of strong collaborative and team skills
- Evidence of strong classroom management skills
- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community

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

TEACHER VACANCY CIRCULAR

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