

TEACHER VACANCY CIRCULAR

School Name: Business Technology Early College High School

District: 26

School Site: 230-17 HILLSIDE AVENUE, QUEENS, NY 11427

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

POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: Special Education, Technology Education, English, Mathematics, Social Studies, Biology, Chemistry, Students with Disabilities (Generalist), Computer Technology. 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

Business Technology Early College High School (BTECH) is a new 9-14 school opening in September 2014. Students entering 9th grade will have up to six (6) years to complete their HS requirement and earn an associate degree from Queensborough Community College of the City University of New York (QCC), at no cost to the student. The school is in partnership with SAP – an international company that specializes in business enterprise software. Students will enroll in dual-credited courses and participate in work based learning experiences, such as mentoring, job site visits, apprenticeship and internships. Successful completion of the high school and college degree programs, earns the students opportunities for employment at SAP or in the thousands of companies around the globe who run SAP software.

BTECH's mission is to combine academic excellence with technical aptitude thus empowering students to be successful in our modern, information-based global economy and community. BTECH students will develop strong technical, design, and communication skills, and they will graduate with professional certifications and the workplace experience necessary to give them a competitive edge in tomorrow's employment marketplace.

What does it take to be a BTECH teacher? Professionals who are:

- Experienced and/or interested in using the Problem Based Learning and STE@M (www.steamedu.com) frameworks for curriculum design and development and Common Instructional Framework for implementation.
- Curious and willing to learn about Design Thinking and its potential to enhance your classroom instruction and collaborative professional learning communities
- Conscious of growth mindset and willing to work with that model to elevate student success
- Comfortable with using technology in instruction and learning new ways to do so more effectively
- Experienced and/or interested in STEM (Science, Technology, Engineering, Mathematics) education and learning state of the art new technologies
- Committed to an extended day learning environment

A 5-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

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- Professional development such as inquiry work, intervisitations, teacher common planning, and collaborative conversation
- Mentoring and reverse mentoring relationships with students and industry partners

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:

- 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)
- Incorporating literacy strategies into daily routines and classroom instruction in all content areas
- 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
- Having and seeking knowledge of contemporary issues in public education
- 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
- Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues
- 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.)
- Incorporating non-cognitive skills into curriculum, classroom, and school-wide practices

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 enhance instruction through the integration of technology and 21st century skills to support student learning and achievement
- 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
- Evidence of strong collaborative and team skills

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- 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
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading)

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