

TEACHER VACANCY CIRCULAR

School Name: City Knoll Middle School

District: 02

School Site: PS 51, 525 West 44th Street, Manhattan, NY 10036

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

POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: English (5-9 or 7-12), Literacy (Birth – Grade 6 or 5-12), Mathematics (5-9 or 7-12), Social Studies (5-9 or 7-12), Biology (5-9 or 7-12), Earth Science (5-9 or 7-12), Students with Disabilities, Foreign Languages (7-12), Special Education, Visual Arts, Dance, Music, Physical Education, Health Education, English to Speakers of Other Languages. Candidates with dual certification in arts, special education, English as a second language, and foreign language (Spanish) are encouraged to apply.

DESCRIPTION

City Knoll Middle School (www.cityknollms.org) prepares students to realize their dreams through dedication to academic excellence, collaboration, and creativity. We aim to empower our school community with the knowledge that the process of utilizing words and images on a page, or utilizing new media and technologies to communicate a message can move ideas and information to the hearts and minds of others and potentially produce a call to action. We develop and support creative, inquisitive, articulate, well-informed individuals who upon graduation are capable of successfully shaping their own futures.

City Knoll Middle School integrates the arts, multimedia and new technologies to support the presentation of knowledge and ideas through public speaking and performance with opportunities for student choice, real world experiences, field work, and the use of community resources. Rigorous Common Core aligned learning is connected to student interests through project-based units of study that culminate in opportunities to present knowledge to authentic audiences in regular celebrations of achievement.

We are looking for educators with a growth mindset that are committed to creating an environment that supports student achievement and personal development at the highest levels possible. The ideal teacher candidate will possess a passion for middle school age students, a commitment to the power of education and teamwork, the ability to engage in goal-setting, data analysis, and regular cycles of observation, feedback and reflection to elevate teaching practice and support student success.

A 10-15 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, collaborative conversation, and study groups
- Community building retreats

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.

TEACHER VACANCY CIRCULAR

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)
- 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
- Using standards-based grading to diagnose, assess, and track student mastery
- 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
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- 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.)

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities
- Familiarity with the Workshop Model and project based learning units, utilizing backward planning model. For more information about backwards planning see Wiggins and McTighe
- Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area
- Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
- Ability to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement
- Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
- 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 commitment to collaboration and continuous professional growth (i.e. professional development, formal education, outside reading)

TEACHER VACANCY CIRCULAR

- Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group 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.
- 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 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