

TEACHER VACANCY CIRCULAR

School Name: Automotive High School

District: 14

School Site: 50 Bedford Ave, Brooklyn, NY 11222

Send Cover Letter, Resume and Portfolio to: Mary Kenny at MKenny2@schools.nyc.gov

Subject to budget availability

** Interested internal candidates must apply by June 8th

POSITIONS

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

- English
- Mathematics
- Sciences:
 - Biology
 - Chemistry
 - Earth Science
- Social Studies
- Students with Disabilities (Dual certification in [Students with Disabilities/English to Speakers of Other Languages, etc.] and content area preferred).
 - English
 - Mathematics
 - Social Studies
 - Biology
 - Chemistry
 - Earth Science
- Literacy (Grades 5-12)
- English to Speakers of Other Languages
- Language Other Than English (Spanish and Italian preferred)
- Visual Art (Graphic Art preferred)
- CTE
 - Auto Repair
 - Auto Body Repair
 - Engineering (Mechanical Engineering preferred)
- Physical Education
- Media Specialist

DESCRIPTION

Automotive High School (AHS), the oldest CTE School in NYC, offers students a dual course of study that prepares them for both post-secondary education and the workplace. Our motto, “experience teaches so that we may fly by our own wings”, typifies our commitment to creating a learning environment that cultivates students’ curiosity while offering them a variety of experiences both within our school community as well as in the greater community, that will help them become well-rounded members of the 21st century global marketplace.

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Members of the AHS community envision our school as a home away from home for our students. Our home is a place where our students can navigate who they are as individuals, as thinkers, and as members of a nurturing community committed to supporting one another. Our three-pronged approach to developing the members of our community includes a strong socio-emotional component that is anchored in a rigorous, ever-evolving academic component, which is augmented by a host of extra-curricular activities geared at developing the individuality of each student.

Our classrooms are not isolated islands because our teachers recognize the important role learning and inquiry play in the development of their practice. The journey of self-discovery embarked upon by our faculty serves as the model for how best to serve our students in their own journey of self-discovery. The road to self-discovery, which is punctuated by experiences within our classrooms and the greater community is characterized by inquiry based learning tasks that foster curiosity, independence, and imagination while supporting analysis, critical thinking, and accountable talk. Every member of our learning community is committed to the ongoing development of their mind, body, and spirit through a process of discovery and self-reflection.

A mandatory 5-day summer planning institute (July 13 - 17) and a highly-encouraged, optional week for per-session (July 20 - 24) will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. Instructional extended learning time will be scheduled into the school day and compensated pro-rata as per collective bargaining. Additionally, the school will offer opportunities for teachers to participate in:

- After school and/or Saturday tutoring, clubs, enrichment, sports, arts, and family programs.
- In-house school committees and/or special programs.
- 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 an overall end-of-year rating of developing, effective, or highly effective and satisfactory attendance.

DUTIES AND RESPONSIBILITIES

Because roles in 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 within a non-traditional school schedule (60 or 90 minute blocks, eight hour instructional day for students, and staggered start time for teachers) and organizational structure that meets the needs of all students, English Language Learners and students requiring special education services
- Collaborating in an inter-disciplinary planning and teaching team with an emphasis on course design using Danielson's Enhancing Professional Practice

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- Collaborating with colleagues to write plan units, write interim assessments, share teaching strategies, visit peer classrooms, analyze student data, and develop best practice pedagogy that supports literacy and critical thinking skills across all subject areas
- Implementing curriculum and assessments that are aligned to Common Core Learning/ NYS Standards
- Using on-going formative assessments to provide weekly or bi-weekly numeric and narrative feedback to each and every student
- Using data gathered through formative and summative assessments to guide instructional plan
- Practicing an open-door policy and developing best practice pedagogy to facilitate professional growth and collaboration
- Serving as a high school advisor. Advisors will serve as advocates for group of students, as primary contact for students' families about attendance, achievement, concerns and general school communication. Advisors will also aid in the development of college prep and course plans, community, and team building activities
- Taking on duties that support classroom teaching (i.e., frequently meeting with departments and grade levels, writing and implementing school policy, being an active part of the school decision making process, active and consistent communication with parents throughout the school year to support student achievement, etc.)
- Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities, as well as:
- Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area
- Evidence of success in implementing interdisciplinary curriculum, projects and problem and/or project based unit plans with colleagues
- Ability or willingness to meet the needs of English Language Learners and students with special needs in lessons and assessments while maintaining high expectations for student achievement
- Experience or willingness to learn how to effectively use technology in the classroom to improve student learning
- Ability to articulate the criteria for exemplary student work
- Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement
- Evidence of commitment to continuous professional growth (i.e., professional development, formal education, outside reading)
- Experience or willingness to develop and implement an advisory curriculum and serve as an advisor to a group of 10 – 15 students
- 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

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 their 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

APPEALS PROCESS

The decisions of the Staffing Committee shall be grievable and arbitrable using the same process and implemented in the same manner as the Expedited Arbitration Procedure For the SBO Transfer and Staffing Plan (including, but not limited to, Article 22E2 of the collective bargaining agreement covering teachers for 2000-2003 and the practices that were established by the parties).

AN EQUAL OPPORTUNITY EMPLOYER

It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alienage and citizenship status, age, marital status, disability, prior record of arrest or conviction (except as provided by law), sexual orientation, gender (sex), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation as required by civil rights law. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201, or visit the OEO website at: <http://schools.nyc.gov/Offices/GeneralCounsel/Investigative/OEO/default.htm>