

TEACHER VACANCY CIRCULAR

School Name: PS 360

District: 29

School Site: 199-10 112 Ave, St. Albans, NY 11412

Send Cover Letter, Resume and Portfolio to: ps360q@gmail.com

POSITIONS

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

- Childhood Education:
 - Grades Pre-K-6
 - Grades 1-6
 - Birth-6
- Early Childhood Education (Birth – Grade 2)
- Literacy (Birth – Grade 6)
- Students with Disabilities (Grades 1-6)
- Physical Education
- Speech and Language Disabilities
- Technology Education
- Library Science

*For list of Foreign Languages and Career & Technical Education certifications, see

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

DESCRIPTION

PS 360 nurtures and challenges all students based on their individual student readiness. Through an individualistic approach, student scholars gain academic, social, and emotional skills required for personal and academic success. Student scholars engage in meaningful learning experiences, including literacy that is integrated with the arts, math, social studies, and science. Our school is training students for their continuing education by aligning to college and career readiness expectations.

All members of our school community work together collaboratively to ensure an atmosphere highly conducive to academic advancement, in order to prepare students for the 21st century and to provide a firm foundation for students to become thoughtful lifelong learners.

An 8-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.
- Daytime 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.

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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 an inclusive non-tracked environment utilizing the Workshop Model as the primary instructional model
- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
- Incorporating literacy strategies into daily routines and classroom instruction in all content areas
- Using data gathered through formative and summative assessments to guide instructional planning
- Developing professional goals aligned to the Danielson Framework that will assess classroom effectiveness and impact on student achievement
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues
- Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration
- Communicating student achievement data with students, parents, and families through an online gradebook

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
- Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
- Ability to plan, implement, and evaluate individual, small group, and whole-class instruction
- Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement
- Evidence of strong collaborative and team skills

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- 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 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