

TEACHER VACANCY CIRCULAR

School Name: M.S. 839

District: 15

School Site: Parkside Educational Complex, 713 Caton Avenue Brooklyn, NY

Send Cover Letter and Resume to: info@ms839.org

POSITIONS

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

- Mathematics (Grades 5-9)
- Students with Disabilities – all areas (Grades 5-9 or 7-12)
- English Language Arts (Grades 5-9 or 7-12)
- Social Studies (5-9 or 7-12)
- Science (all areas 5-9 or 7-12)
- Foreign Languages (all areas, 5-9 or 7-12)
- Generalist in Middle Childhood Education
- Arts (all areas, K-12)
- Physical Education (K-12)
- Music (K-12)

DESCRIPTION

The mission of the M.S. 839 community is to develop young people who can think critically, communicate effectively, and collaborate with a spirit of curiosity and discovery. The core program at M.S. 839 prepares students academically through a rigorous interdisciplinary project based instructional model and supports students socially and emotionally through a comprehensive small group advisory program. We believe that all children benefit from broad exposure to the arts, music, world languages and technology; so student learning will be infused with these in-depth electives. M.S. 839 thrives from the unique diversity of our community, and we believe that by working together with our families to make thoughtful decisions we can provide an educational experience that readies our students for high school, the real world, and post-secondary education.

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.
- 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.

ELIGIBILITY REQUIREMENTS

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New York State certification in the appropriate content area, bilingual Spanish preferred, 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 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
- 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
- Initiating partnerships and mentoring relations with CBO personnel and faculty to enhance school experiences and develop external learning experiences
- 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
- Ability to develop and implement units and tasks utilizing a backward planning model (see Wiggins and McTighe)
- Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction
- Ability to articulate the criteria for exemplary student work
- 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
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading)

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- 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
- Ability and/or willingness to use or learn to use Google Apps

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