

TEACHER VACANCY CIRCULAR

School Name: Highland Park Community School

District: 19

School Site: IS 171 Campus, 528 Ridgewood Avenue , Brooklyn, NY

Send Cover Letter, Resume and Portfolio to: hpcs760@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), 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), Literacy (Grades 5-9), Students with Disabilities, Special Education, Physical Education, English to Speakers of Other Languages

DESCRIPTION

Join a team out to transform “business-as-usual” education. Our mission is to cultivate bold-thinkers and leaders that create innovative solutions to solve problems locally and globally.

We believe students learn best when they are leading the work and that work has meaning. We are a project-based school and each year begins with a real community-focused project such as Fresh Food Access or Waterfront Preservation. These projects guide our instruction for the year and are the lens through which instruction is taught. Students are immediately able to see how they can be a resource for issues facing their local community and the world at large.

We achieve this by R.E.E.L. Communication, our Core Values are *Resilience, Empathy, Ethics, Leadership* and *Communication*.

We are seeking extraordinary Middle School Grade Teachers who exemplify our Core Values and are committed to going above and beyond to model these values in every aspect of their employment. As a small school community, employees will be called upon to work collaboratively with other disciplines and support multiple aspects of the school.

An 8-10 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

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:

TEACHER VACANCY CIRCULAR

- Working in a blended-learning environment where students teach lessons and lead discussions
- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
- Working with a focus on individualized student learning where multiple attempts at Mastery is required and reflected in grading policy.
- Using ongoing formative assessments to provide frequent numeric and narrative feedback to all students
- Having and seeking knowledge of contemporary issues that are relevant to our students lives
- 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
- Incorporating youth development principles into curriculum, classroom, and school-wide practices
- 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
- Evidence of success incorporating hands-on cooperative learning activities, implementing innovative curriculum and units with colleagues
- Experience with a variety of team-teaching models and willingness to team-teach in a collaborative team teaching setting
- Ability to enhance instruction through blended-learning and 21st century skills to support student learning and achievement for all students including students with disabilities and English Language Learners.
- Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement
- Evidence of evaluating student growth using portfolios, projects and standard-based grading
- Evidence of commitment to continuous professional growth (i.e. professional development, formal education, continuous reflection, leading small group professional development)
- 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.

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

TEACHER VACANCY CIRCULAR

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