

TEACHER VACANCY CIRCULAR

School Name: Redwood Middle School

District: 28

School Site: 133-25 Guy R. Brewer Blvd, Queens, NY 11434

Send Cover Letter, Resume and Portfolio to: redwoodms332@gmail.com

POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: Special Education, English to Speakers of Other Languages, Visual Arts, Physical Education, , Technology Education, Speech & Language Disabilities, Childhood Education (Pre K-6, Grades 1-6, Birth-Grade 6), Literacy (Birth-Grade 6), Students with Disabilities (Grades 1-6), English, Mathematics, Social Studies, Sciences (All Titles), Biology, Chemistry, Earth Science, Literacy (Grades 5-12), Generalist in Middle School Education (Grades 5-9), Foreign Languages (Latin), Students with Disabilities (All Titles). Teachers with dual certification in content area and Students with Disabilities/Special Education or English to Speakers of Other Languages/ESL are strongly encouraged to apply.

DESCRIPTION

Redwood Middle School creates a diverse, collaborative learning community where high expectations and an engaging, supportive learning environment allows all students to think critically, persevere through challenges and reach their full potential. We believe that when students are engaged, appropriately challenged, and focused on advocating for themselves and their communities that they will have a positive impact on their communities and realize their dreams.

The major components of the program at Redwood Middle School will include an extended school day for all students, an advisory program with a focus on service to the community; and small group intensive classes designed to meet students where they are and move them to the next level. The ideal teacher candidate will possess a commitment to teamwork, holistic discipline, organization, lessons designed to support all students, data analysis and a passion for middle school students.

A 5-10-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
- 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

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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:

- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
- 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 ongoing formative assessments to provide frequent numeric and narrative feedback to all students
- Using data gathered through formative and summative assessments to guide instructional planning
- 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
- Communicating student achievement data with students, parents, and families through an online gradebook
- 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)
- 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 collaborating in interdisciplinary teams across content areas
- Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
- 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 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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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