

Teachers

SCHOOL NAME: The Cinema School

District: 12

School Site: The Monroe Annex

Send Cover Letter and resume to: mdickar@thecinemaschool.org

Deadline to apply: April 8, 2009

POSITIONS:

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

- English Language Arts, Mathematics, Social Studies, Biology or Chemistry, ESL, Spanish and French (ability to teach both). Dual certification in ESL and content area preferred.

DESCRIPTION:

The Cinema School is a small, nurturing, selective high school offering a rich, project-based curriculum that enables all students to earn Advanced Regents Diplomas and take advanced and accelerated courses. Courses integrate the schools core dispositions—storytelling, visual thinking, critical literacies and praxis—which are developed through filmmaking and which deepen work in all academic disciplines. We also offer up to four years of filmmaking and a range of electives that develop students' creative capacities. Further, we use time in the school year in innovative ways to provide a 6-week intensive, mid-year Institute in which students study with filmmakers and artists-in-residence or pursue significant projects in other areas. Teachers will have the opportunity to mentor student projects and offer intensive courses in areas of their academic interests. The Cinema School creates a unique learning environment through its supportive and rigorous academic program grounded in creative activity and its rich and dynamic film program which empowers the voices and visions of young people. **The Cinema School** is also a nurturing environment for teachers who are all expected to share their work with peers, plan with teams and videotape lessons as part of their on-going professional development.

School staff is expected to attend summer planning sessions and to take on multiple roles within the school. (Compensation according to the UFT contract and advance notice will be provided. Staff participation in this activity is voluntary, but strongly encouraged, as it is very important to the development of the school)

ELIGIBILITY REQUIREMENTS:

New York City certification in the appropriate content area, with satisfactory ratings

DUTIES AND RESPONSIBILITIES:

Roles in small schools are varied and complex and serious consideration will be given to applicants who demonstrate through their resume and cover letter experience and/or willingness to become involved in these essential aspects:

- Collaborating in an inter-disciplinary planning and teaching team with an emphasis on course design using backwards planning models developed by Wiggins and McTighe and differentiated instruction as described by Tomlinson and McTighe.
- Practicing an open-door policy and developing best practice pedagogy to facilitate professional growth and collaboration through participation in Lesson Study. See Stigler and Hiebert, [The Teaching Gap](#).
- Knowledge of contemporary issues and deep content knowledge in respective content areas.

- Ability to draw on school's core dispositions in meaningful ways within respective content areas. For a more detailed description of our mission and dispositions see www.thecinemaschool.org
- Ability and availability to co-ordinate special programs
- Eagerness to work with students outside classroom as Advisor, mentor, and/or coach.

SELECTION CRITERIA:

The successful candidate will offer evidence of:

- Current multi-faceted knowledge in the content area and ability to identify essential questions that pose problems of significance within applicant's respective field and which are also significant to students.
- Familiarity with professional literature and best practice in content area
- Experience in differentiating instruction for all students, including intellectually gifted, special education and English Language Learners;
- Ability to develop and use project and problem-based learning units, utilizing a backwards planning design model. For more information about backwards planning see Wiggins and McTighe, Understanding by Design.
- Ability to seamlessly integrate technology in the classroom to increase student achievement.
- Use of differentiated instructional techniques and formative assessment practices to facilitate the accommodation of varied interests, intelligences, abilities, and learning styles. For more information see Tomlinson and McTighe, Integrating Differentiated Instruction and UbD. See also, Popham, J., Transformative Assessment.
- Demonstrated success of working collaboratively with colleagues and parents/caregivers;
- Experience and/or willingness to lead an advisory group. For more information on advisory see Carol Lieber's "The Advisory Guide."
- Demonstrated professionalism and leadership qualities
- Demonstrated commitment to professional growth and reflective practice.

In addition to interview, teacher candidates must present a teaching portfolio, which should include, a resume, evidence of philosophy of education, evidence of curriculum planning such as course outline and lesson plans, and any teaching artifacts within the last five years. Teaching artifacts may include student work, images of student work and presentations, rubrics and curriculum development examples. Applicants must provide three references.

WORK SCHEDULE AND SALARY

As per Collective Bargaining Agreement