

TEACHER VACANCY CIRCULAR

School Name: P.S. 361

District: 30

School Site: 39-07 57th Street, Woodside, NY 11377

Send Cover Letter and Resume to: ps361q@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
 - Birth-6
- Early Childhood Education (Birth – Grade 2)
- Literacy (Birth – Grade 6)
- Arts:
 - Dance
 - Theatre
 - Visual Arts
- English to Speakers of Other Languages
- Library Science
- Reading Teacher
- Special Education
- Speech and Language Disabilities
- Technology Education

*Dual certification in Students with Disabilities and/or English to Speakers of Other Languages preferred.

DESCRIPTION

The mission of P.S.361Q is to provide rigorous instruction that supports each individual child's strengths, interests, and needs. At our school, we recognize the unique gifts that each child brings to the community and believe that children learn best when they are motivated. We encourage our children to explore their curiosities, ask questions, work through real-life challenges, and collaborate with others to solve problems.

Through our work together, children will think critically, demonstrate effective problem solving skills, and communicate powerfully and compellingly with a wide-range of audiences. As a school community, we celebrate the unique gift in each child and support each child to become successful: academically, socially and emotionally in an environment of trust, safety and academic rigor that will prepare them for an ever changing global society.

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We seek teachers who are passionate and committed in supporting the whole child. Candidates must have a strong commitment to positive behavior intervention approach, knowledge of balanced literacy, experience in implementing data driven student supports, knowledge of Universal Design for Learning strategies, and enthusiasm to engage in collaborative inquiry and on-going professional feedback. Maintaining a growth mind-set with a strong commitment for on-going learning is also crucial.

Being that P.S. 361Q is a culturally diverse school, we also expect our teachers to “recognize and appreciate cultural variance, actively tune in to culturally influenced learning patterns, and be able to look beyond cultural patterns to see individuals” and the gifts they bring to our school community. (Four Steps to Cultural Competence)

A 9-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, inter-visitations, 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, bilingual in Spanish and/or Bengali 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:

- 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)
- Developing and implementing curriculum and assessments that are aligned to Common Core Learning/NYS Standards
- Using standards-based grading to diagnose, assess, and track student mastery
- Using ongoing formative assessments to provide frequent numeric and narrative feedback to all students

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- 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
- 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
- Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration

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
- Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners. Familiarity with a variety of team-teaching models and willingness to team-teach with special education and/or ESL teachers in a collaborative team teaching setting
- Ability or willingness to develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding
- 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)
- Evidence of strong classroom management skills
- Ability to effectively communicate orally and in writing with colleagues, parents, students,

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