

## TEACHER VACANCY CIRCULAR

**School Name: PS 68**

**District: 31**

**School Site:** 1625 Forest Avenue, Staten Island, New York 10302

**Send Cover Letter, Resume and Portfolio to:** lbrown14@district31r.org

### POSITIONS

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

- Teacher of Common Branches Grades 1-6
- Teacher of Early Childhood Birth- Grade 2
- Teacher of Visual Arts
- Students with Disabilities
- English to Speakers of Other Languages
- Dual certification in Students with Disabilities
- Dual certification in English to Speakers of Other Languages

### DESCRIPTION

We, the PS 68 community, believe that students who engage in personalized and diverse learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students are empowered.

As a founding staff member, you are encouraged to participate in a five-day summer planning institute that will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. (Date TBD July/ August)

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
- Any other opportunities you'll have in your school that are outside of teachers' contractual obligations, within the scope of a teacher's responsibilities.

*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 Spanish preferred, with satisfactory, effective, or highly effective 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:

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### **Classroom Teaching & Planning**

- Working within a non-traditional school schedule and organizational structure that includes teaching classes in 60-minute blocks, as scheduled
- Working in an inclusive non-tracked environment utilizing the Gradual Release of Responsibility Model (Workshop Model) as the primary instructional model
- 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 personalized and 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

### **Assessments & Data**

- 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

### **Professional Development**

- 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

### **School Culture & Community**

- 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
- 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
- Familiarity with the Gradual Release of Responsibility Model (Workshop Model)
- Ability to incorporate personalized, hands-on and cognitive learning activities in classroom instruction
- Ability to develop and implement units and tasks utilizing a backward planning model (see Wiggins and McTighe)
- 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 to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement

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### **Assessments & Data**

- Ability or willingness to develop formative assessments, analyze student data collected from assessments, and adjust teaching practices to ensure student understanding
- Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement

### **School Culture & Community**

- 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.

### **Communication**

- Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community
- Willingness to learn all Microsoft Office programs and relevant web applications (Internet Explorer, Outlook, STARS) and 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