

## TEACHER VACANCY CIRCULAR

**School Name: Manhattan Early College School for Advertising**

**District: 02**

**School Site: Murry Bergtraum High School Campus, 411 Pearl Street, New York, NY 10038**

**Send Cover Letter, Resume and Portfolio to: [manhattanearlycollege@gmail.com](mailto:manhattanearlycollege@gmail.com)**

**School opening is contingent upon approval by the Panel for Educational Policy (PEP). This proposal will be voted on during the May 6, 2014 PEP meeting. For more information, click [here](#).**

### POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: English to Speakers of Other Languages, Theatre, Visual Arts, Health Education, , Physical Education, Technology Education, English, Mathematics, Social Studies, Sciences (All Titles), Literacy (Grades 5-12), Students with Disabilities (All Titles), Computer Technology (Grades 7-12), Commercial Art (Grades 7-12), Media Communications (Grades 7-12), Graphic Imaging (Grades 7-12). 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

The Manhattan Early College School for Advertising offers students an integrated sequence of high school classes, Associate degree courses, and work-based learning. Our innovative six years program allows students to earn a CTE-endorsed Regents Diploma and an Associates Degree from the Borough of Manhattan Community College (BMCC) – free of charge. In addition, students participate in a series of industry specific work-based learning experiences in advertising agencies and media firms across the city designed to prepare students for a range of professional careers. These work experiences include mentoring, job shadowing, special seminars, internships, and paid apprenticeships. Depending on their individual needs and interests, graduates will be prepared for immediate professional employment in media and advertising and will be supported in transferring to four-year colleges to continue their education.

The Manhattan Early College School for Advertising provides all students with an excellent education complete with the rich array of learning opportunities and supports that will enable them to succeed in high school, college, and career. We are committed to challenging students to continually grow in scholarship, character, empathy, and responsibility so that all graduates have the ability and commitment to embrace lives of learning and to make positive contributions to the communities in which they live and work.

The ideal teacher candidate possesses a passion for children and education, a commitment to creativity, a willingness to collaborate, and an eagerness for continual professional improvement.

A 10-15-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

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- A 1-2 day externship in an Advertising or Media company to learn about the work of industry professionals

*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:

- 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
- 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
- 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.)
- Working within a non-traditional school schedule and organizational structure

### **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
- Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
- Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners

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- 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
- Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group of students
- Evidence of strong classroom management skills
- Ability to incorporate hands-on, cooperative learning activities, and project-based learning in classroom instruction
- Experience teaching in a non-traditional schedule
- Evidence of success in working collaboratively with peers and families and the ability to collaborate with college professors and industry professional around curriculum design

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