

## TEACHER VACANCY CIRCULAR

**School Name:** P469X

**District:** 75

**School Sites:** 3177 Webster Avenue, Bronx NY 10467 & 1537 Washington Avenue, Bronx NY 10457

**Send Cover Letter, Resume, and Portfolio to:** P469XBronxSchool@gmail.com

### POSITIONS

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: Special Education, Students with Disabilities (Birth-6), Physical Education, English to Speakers of Other Languages, Music, Bilingual Special Education, Reading Teacher

### DESCRIPTION:

At P469X, we believe in the abilities of *all*, and implement standards-based approaches to teaching, learning and development tailored to the unique needs of our children in our responsive child-centered school community. It is our desire to provide our children with academic, developmental and social-emotional skills, strategies and supports they need in order to successfully enter, over time, the most appropriate least restrictive learning environments possible. We are seeking candidates with the capacity to create collaborative, results-driven learning environments grounded in the principles of social emotional learning, positive behavior supports and standards-based instructional experiences with modifications where all children and their families feel understood, secure and supported in their growth as they attain learning readiness and beyond!

A 5-day summer planning institute will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. Because we believe that all staff members play an important role in the education of our students, the school will offer opportunities for teachers to participate in activities like:

- After school enrichment, sports, arts, and family programs
- In-house school committees and/or special programs
- Professional development and collaborative conversation among all staff members

*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 with colleagues to write/plan units, write interim assessments, analyze/reflect on student work samples, share teaching strategies, visit peer classrooms, and develop best practice pedagogy that supports early learning development and the foundational milestones of learning across all subject areas

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- Developing and implementing standards-aligned curriculum and assessments that are informed by the school's mission and guiding principles of learning and development, and that incorporate students' needs and goals included in individual education plans (IEPs)
- Using data gathered through formative and summative assessments to guide instructional plan.
- Practicing an open-door policy and developing best practice pedagogy to facilitate professional growth and collaboration with colleagues, potential staff of co-located sites, families and community partnerships
- Developing an individual professional growth plan in collaboration with the Principal and/or Assistant Principal that will monitor progress and assess effectiveness in enhancing student achievement
- Creating a safe and supportive learning environment with routines and structures that align with the school's vision, values and expectations grounded in social emotional learning and positive behavior supports
- Taking on duties that support classroom teaching (i.e. frequently meeting with departments and grade levels, writing and implementing school policy, being an active part of the school decision making process, active and consistent communication with parents throughout the school year to support student achievement, etc.)
- 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 incorporate hands on and cooperative learning activities and develop and use project based learning units, utilizing backwards planning model. For more information about backwards planning see Wiggins and McTighe
- Evidence of strong content knowledge and ability to implement flexible and responsive approaches to content area concepts/skills
- Evidence of willingness to collaborate in an interdisciplinary fashion with teachers in all content areas
- Ability or willingness to meet the needs of English Language Learners and students with special needs in lessons and assessments while maintaining high expectations for student achievement
- Experience or willingness to learn how to effectively use technology in the classroom to improve student learning
- Ability to plan, implement and evaluate individual, small group, and whole-class instruction
- Success at collecting, monitoring and analyzing student data through the use of formative assessments to drive instruction and improve student academic and social achievement
- 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
- Evidence of strong collaborative and team skills
- Evidence of success in working collaboratively with colleagues and parents/caregivers

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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