

## TEACHER VACANCY CIRCULAR

**School Name: Boys and Girls High School**

**District: 16**

**School Site: 1700 FULTON STREET, Brooklyn, NY 11213**

**Send Cover Letter and Resume to: [ApplytoBGHS@gmail.com](mailto:ApplytoBGHS@gmail.com) by June 8, 2015**

**(Subject to Budget Availability)**

### POSITIONS

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

Dual certification in Students with Disabilities/with a major content area (English, Math, Social Studies, or Science) preferred.

7-12 Titles**	K-12 Titles
<ul style="list-style-type: none"><li>- English</li><li>- Mathematics</li><li>- Sciences:<ul style="list-style-type: none"><li>o Biology</li><li>o Chemistry</li><li>o Earth Science</li><li>o Physics</li></ul></li><li>- Social Studies</li><li>- Students with Disabilities*<ul style="list-style-type: none"><li>o Generalist</li><li>o English</li><li>o Mathematics</li><li>o Social studies</li><li>o Biology</li><li>o Chemistry</li><li>o Earth Science</li><li>o Physics</li></ul></li><li>- Career and Technical Education (various)</li></ul>	<ul style="list-style-type: none"><li>- Arts:<ul style="list-style-type: none"><li>o Dance</li><li>o Theatre</li><li>o Visual Arts</li></ul></li><li>- Business and Marketing</li><li>- English to Speakers of Other Languages</li><li>- Health Education</li><li>- Library Science</li><li>- Physical Education</li><li>- Reading Teacher</li><li>- Special Education</li><li>- Speech and Language Disabilities</li></ul>

\*Specialized SWD certifications are only for recently-certified teachers; many teachers will still have K-12 Special Education license, which is not issued anymore.

\*\*For list of Foreign Languages and Career & Technical Education certifications, see

<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

### DESCRIPTION

The mission of Boys and Girls High School is to provide our diverse student population with a rigorous college preparatory education involving extra and co-curricular activities, and a supportive environment that recognizes individual learning styles and strengths. We prepare all graduates to achieve their full academic potential, make positive choices and have a plan for life after high school. The goal will be accomplished by having teachers and students think critically and work conscientiously to develop themselves individually in order to make positive contributions to the local and global communities. As such, Boys and Girls High School is recruiting teachers who are committed and dedicated to making this mission a reality.

A mandatory planning institute from August 31 to September 4 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.

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- Daytime professional development such as inquiry work, inter-visitations, teacher common planning, and collaborative conversation

Boys and Girls grade nine teachers of English, Social Studies, Algebra, and Living Environment are expected to teach six week summer bridge program for incoming ninth grade students.

*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 and/or Developing or higher ratings and satisfactory attendance

### **DUTIES AND RESPONSIBILITIES**

Because roles in Renewal 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 plan units, prepare interim assessments, share teaching strategies, visit peer classrooms, analyze student data, and develop best practice pedagogy that supports literacy and critical thinking skills across all subject areas.
- Implementing curriculum and assessments that are aligned to Common Core Learning/ NYS Standards.
- Using on-going formative assessments to provide weekly or bi-weekly numeric and narrative feedback to each and every student.
- Using data gathered through formative and summative assessments to guide instructional plan.
- Developing professional goals and objectives in collaboration with colleagues and the administration that will monitor progress and assess effectiveness in enhancing student achievement.
- Incorporating youth development principles into curriculum, classroom, and school-wide practices, including, but not limited to, culturally responsive curriculum and restorative justice practices.
- Working with CBO personnel and faculty to enhance school experiences and develop external learning experiences.
- Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration.
- Utilizing technology to promote and assess student learning and to communicate with students, colleagues, parents, and families.

### **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

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- Ability to incorporate hands-on, cooperative learning activities in classroom instruction, taking students' learning styles into account
- Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area
- Ability and willingness to learn how to develop unit plans that prioritize skill development in specific subject areas and assessments that measure student progress
- Experience and willingness to learn how to effectively use technology in the classroom to improve teaching and student learning
- Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement
- Success at collecting, monitoring and analyzing student data through the use of formative assessments to drive instruction and improve student academic and social achievement
- Evidence of strong team skills, including working collaboratively with colleagues.
- Evidence of commitment to continuous professional growth (i.e., professional development, formal education, outside reading)
- 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

In addition to the cover letter, resume, and interview, teacher candidates are expected to present a teaching portfolio at the time of interview. This portfolio may include evidence of philosophy of education, evidence of instructional planning such as course syllabi unit and lesson plans, student work, and images of student work and presentations. 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.

The decisions of the Staffing Committee shall be grievable and arbitrable using the same process and implemented in the same manner as the Expedited Arbitration Procedure for the SBO Transfer and Staffing Plan.

### **WORK SCHEDULE & SALARY**

As per Collective Bargaining Agreement

### **APPEALS PROCESS**

The decisions of the Staffing Committee shall be grievable and arbitrable using the same process and implemented in the same manner as the Expedited Arbitration Procedure For the SBO Transfer and Staffing Plan (including, but not limited to, Article 22E2 of the collective bargaining agreement covering teachers for 2000-2003 and the practices that were established by the parties).

### **AN EQUAL OPPORTUNITY EMPLOYER**

It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, national origin, alienage and citizenship status, age, marital status, disability, prior record of arrest or conviction (except as provided by law), sexual orientation, gender (sex), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation as required by civil rights law. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, New York 11201, or visit the OEO website at: <http://schools.nyc.gov/Offices/GeneralCounsel/Investigative/OEO/default.htm>