

TEACHER VACANCY CIRCULAR

School Name: South Bronx International Middle School, 09X593

District: 9

School Site: Teller Avenue Educational Campus (1000 Teller Avenue, Bronx, NY)

Send Cover Letter and Resume to: 09X593staffing@gmail.com

(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 English to Speakers of Other Languages/Students with Disabilities and content area preferred.****

Titles and proposed positions, grade 6 and grade 7
English Mathematics Science Social Studies Students with Disabilities Physical Education/Health Art English to Speakers of Other Languages *Dual Licences Preferred

DESCRIPTION:

09X593 is a middle school serving English Language Learners in grade six and seven in SY 2019/20, building to grade 6-8 in its third year. The model is grounded in the mission and vision of our partner, the Internationals Network for Public Schools: <http://internationalsnetwork.org/>. Our approach to serving our ELL students is anchored in the work of the Internationals Network as we aim to provide our students, recently arrived immigrants, with a high quality education that affords them with the skills and foundational knowledge that they need to be prepared for success in college, careers and full participation in democratic society. We do this through a robust literacy program that includes multiple components of literacy instruction including: reading and writing across the curriculum, close reading, guided reading, independent reading, native language maintenance, and literacy interventions as needed. Students engage in reading, writing, speaking and literacy in every lesson, and school wide protocols for R/W/S/L (including annotation, Socratic seminar, writing templates, and scaffolded tasks) provide students with access to interesting, relevant content.

Each student and their family is known well by at least one adult in the building and this is done primarily through our advisory system. Small group instruction and community/team building take place during our advisory period. Our mission is to build within our students the academic and social and emotional habits of mind required to be college and career ready including engaging in collaborative work with peers, building personal integrity and the confidence to tackle complex problems.

Students will take part in student led conferences as well as presentations of learning during their time at our school. Our community is committed to striving for academic excellence while providing a wide range of academic as well as social and emotional supports that are identified through our inquiry process and our advisory program.

Our teaching and learning community believes that a student-centered inquiry based approach to learning provides students with an opportunity to engage in cognitively challenging, rigorous tasks that are standards aligned across all subject areas. This work is done at the grade level.

We seek to provide a warm environment for all members of our teaching and learning community, including families and extended members of our community at large. Families at our school will have multiple opportunities to engage with the greater community to address challenges, support successful student outcomes, celebrate and showcase learning and intellectual growth.

A 5-day (Mon thru Fri) summer planning institute will offer an essential opportunity for staff to be involved in developing the school's culture and instructional program. The summer institute will take place August 20 – 24 to inform all school year daytime professional development such as inquiry work, inter-visitations, teacher common planning, and collaborative conversations.

Those who participate will be compensated according to the terms of the UFT contract.

TEACHER VACANCY CIRCULAR

- Adapt and implement curriculum and assessments that are aligned to Common Core Learning/NYS Standards
- Collaborate in an interdisciplinary planning and grade level teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
- Incorporate literacy strategies into daily routines and classroom instruction in all content areas
- Use standards-based grading to diagnose, assess, and track student mastery
- Use data gathered through formative and summative assessments to guide instructional planning
- Practice an open-door policy that encourages collaboration and development of best practice pedagogy values
- Serve as an advisor/mentor 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
- Utilize technology/written updates to promote and assess student learning and to communicate with students, parents, families, and colleagues

SELECTION CRITERIA

The successful candidate will demonstrate:

- Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in the content area.
- Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction
- Ability to incorporate hands-on and cooperative rigorous tasks in classroom instruction.
- Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
- Ability to plan, implement, and evaluate individual, small group, and whole-class instruction

- Evidence of success implementing interdisciplinary curriculum, projects and units with colleagues.

- 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
- 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, and the community

In addition to the cover letter, resume, and interview, it is preferred for teacher candidates to present teaching and student work product artifacts. Examples of artifacts include but are not limited to student work products and curriculum development examples. Applicants must also provide three professional references and, if possible, a written observation from current 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

NOTIFICATION

All applicants will be notified, in writing, whether or not they have been selected by the Staffing Committee.

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>