

## **TEACHER VACANCY CIRCULAR**

**School Name:** Queens Explorers Elementary School

**District:** 27

**School Site:** 90-07 101st Ave, QUEENS, NY 11416

**Send Cover Letter, Resume and Portfolio to:** ps316ozonepark@gmail.com

### **POSITIONS**

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles: Special Education, English to Speakers of Other Languages, Dance, Visual Arts, Physical Education, Reading Teacher, Technology Education, Speech & Language Disabilities, Childhood Education (Pre K-6, Grades 1-6, Birth-Grade 6), Early Childhood Education (Birth-Grade 2), Literacy (Birth-Grade 6), Students with Disabilities (Grades 1-6). 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**

At Queens Explorers Elementary School, we are committed to teaching students the essential skills to become active and engaged global citizens. We will build character through our core values of responsibility, respect, and trust, and teach social action in our local community and around the globe. Students will make global connections and impact the world for the better through an interdisciplinary curriculum and service learning programs. Our values will foster well rounded students who are supported by an entire school community and who will have a positive impact on our local and global communities.

Our school community is looking for educators who are dedicated, highly motivated, and committed to working on multiple collaborative teams to ensure our students are reaching their full potential. We will be extending student learning beyond the classroom through Global Exploration and Service Learning projects. Our vision is for all educators to have a commitment to using technology in the classroom as a way to build upon prior knowledge, extend learning and communicate with communities around the globe.

We are looking for educators with a commitment to creating a risk-free environment in which every child is expected to achieve at high academic levels as well as high personal levels. We are looking for teachers with a desire to try new instructional approaches and who work closely with their students and families to help them reach their potential.

An 8-10-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
- Community based opportunities such as extended service learning projects, celebrations, and fairs

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*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 data gathered through formative and summative assessments to guide instructional planning
- 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
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- Incorporating youth development principles into curriculum, classroom, and school-wide practices
- Initiating partnerships and mentoring relations with CBO personnel and faculty to enhance school experiences and develop external learning experiences
- Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues
- Communicating student achievement data with students, parents, and families through an online gradebook

### **SELECTION CRITERIA**

The successful candidate will demonstrate:

- Ability to incorporate hands-on and cooperative learning activities in classroom instruction
- Ability to collaboratively 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
- 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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- Ability to plan, implement, and evaluate individual, small group, and whole-class instruction
- 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
- Evidence of strong classroom management 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, industry partners, and the community

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