**School Name:** PS 482 - Albee Square Montessori Public School

**District:** 13

**School Site:** 424 Albee Square West, Brooklyn New York 11201

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

**POSITIONS**

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

- Childhood Education:

\* Grades Pre-K-6

\* Grades 1-6

\* Birth-6

- Early Childhood Education (Birth – Grade 2)

- Literacy (Birth – Grade 6)

- Students with Disabilities (Grades 1-6)

- Arts:

\* Dance (K-12)

\* Theatre (K-12)

\* Visual Arts (K-12)

- English to Speakers of Other Languages (K-12)

- Health Education (K-12)

- Library Science (K-12)

- Physical Education (K-12)

- Reading Teacher (K-12)

- Special Education (K-12)

- Speech and Language Disabilities (K-12)

- Technology Education (K-12)

**DESCRIPTION**

Albee Square Montessori Public School is the first district public school in NYC Public Schools.

In our diverse school, each child is seen as a culturally rich unique individual who will thrive and learn in beautiful and peaceful Montessori multi-age classrooms rich with materials and experiences designed to support a wide range of learning styles and developmental levels.

Through immersion in the natural world around them and bringing awareness of their environmental responsibility to our planet through sustainability efforts, children will explore and learn through guided observation, inquiry driven, hands-on experiences, exploration and discovery.

We are looking for staff members who demonstrate a willingness to be a part of our diverse, student-centered school and with a knowledge of or commitment to learning the principles of Montessori education including; student-centered learning in an intentionally designed, mixed-age classroom environment.

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. 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.
* Daytime professional development such as inquiry work, intervisitations, teacher common planning, and collaborative conversation

*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, bilingual Spanish preferred, 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:

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| **Classroom Teaching & Planning**   * Working within a non-traditional school schedule and organizational structure aligned to the Montessori philosophy * Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities * Maintaining an organized and established Montessori environment |
| **Assessments & Data**   * Using data gathered through formative and summative assessments to guide instructional planning and provide feedback to all students |
| **Professional Development**   * 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 |
| **School Culture & Community**   * Creating a safe, supportive and inclusive learning environment with routines and structures that align to the school’s core values based on Montessori philosophies and practices. |
| **Communication**   * Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration * Taking on duties that support classroom teaching (meeting across classes and grades, 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.) |

**SELECTION CRITERIA**

The successful candidate will demonstrate:

* Willingness to carry out the above duties and responsibilities

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| **Classroom Teaching & Planning**   * Familiarity with Montessori philosophy and instruction * Evidence of success collaborating in interdisciplinary teams across content areas and 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 * Ability to plan, implement, and evaluate individual, small group, and whole-class instruction |
| **Assessments & Data**   * 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. * Meet regularly with students to work with them to assess their own success and facilitate an individual path of progress |
| **Professional Development**   * Evidence of strong collaborative and team skills * Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading |
| **School Culture & Community**   * 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, restorative practices, etc. |
| **Communication**   * 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 will be required to 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