**School Name:** PS 413 - Joanne Seminara School of Law and Medicine

**District:** 20

**School Site:** 6740 3rd Avenue Brooklyn, NY 11220

**Send Cover Letter and Resume to:** [20k413info@gmail.com](mailto:20k413info@gmail.com)

**POSITIONS**

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

titles:

* Childhood Education (Grades Pre-k-6)
* Early Childhood Education (Birth-Grade 2)
* Students with Disabilities (Birth-Grade 2)
* Students with Disabilities (Grades 1-6)
* English to Speakers of Other Languages
* Literacy (Birth-Grade 6)
* Physical Education
* Health Education
* Dual Language/Dual Language Extension

\*For list of Foreign Languages and Career & Technical Education certifications, see <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

**DESCRIPTION**

**Our Vision**

We are dedicated to creating a joyful and inclusive learning community where all students’ cultural and linguistic backgrounds are not only celebrated but also embraced. Our students will be on track to enrich their local and global communities in different careers, including law and medicine.

**Our mission**

We will develop students’ skills academically as well as socially and emotionally to become independent thinkers and to persevere as lifelong learners. We continue nurturing a community of students that value diversity and embrace the power of overcoming challenges. We will encourage students to take risks and view mistakes as opportunities to grow and learn. One of our responsibilities is to find different entry points to meet students where they are and build their independence to continue growing academically as well as socially and emotionally.

**Our core values**

As we lead by example, administration, staff, and students will show rather than tell real examples of respect, communication and perseverance.

**Our Approach**

We believe in meeting students where they are and setting short and long term goals based on their needs. We will monitor students’ learning and adjust plans based on students’ progress. Staff will utilize a multisensory as well as inquiry approach to meet the needs of all students in all content areas. We strive to empower our students and build their independence by consistently building connections between prior experiences and new learning. Students will engage in interdisciplinary activities where they will apply and transfer new learning in their daily learning.

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 Arabic or 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**   * 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 * Maintaining an organized, print-rich, literature-based environment in all content areas |
| **Assessments & Data**   * Using ongoing formative assessments to provide frequent numeric and narrative feedback to all students * Using data gathered through formative and summative assessments to guide instructional planning |
| **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 and supportive learning environment with routines and structures that align to the school's core values |
| **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 |

**SELECTION CRITERIA**

The successful candidate will demonstrate:

* Willingness to carry out the above duties and responsibilities

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| **Classroom Teaching & Planning**   * Ability to incorporate reading and writing strategies in classroom instruction and daily routines * 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 plan, implement, and evaluate individual, small group, and whole-class instruction |
| **Assessments & Data**   * Ability to develop interim assessment and their success criteria that are aligned to rubrics * 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 |
| **Professional Development**   * Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading |
| **School Culture & Community**   * 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, restorative practices, etc. |
| **Communication**   * Evidence of success in working collaboratively with colleagues, parents/caregivers and other stakeholders |

In addition to the cover letter, resume, and interview, teacher candidates may 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