**School Name:** Queens International Secondary School

**District:** 24

**School Site:** 976 Seneca Ave, Ridgewood, NY 11385

**Send Cover Letter, Resume and Portfolio to:** Edemchak@schools.nyc.gov

**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 and/or Special Education with below content area preferred
	+ Literacy (Birth-Grade 6) or Literacy (Grade 5-12)
	+ Generalist in Middle Childhood Education
	+ English (7-12)
	+ Math (7-12)
	+ Science Biology (7-12)
	+ Science Earth Science (7-12)
	+ Social Studies (7-12)
	+ Students with Disabilities Generalist (7-12)
	+ Foreign Languages Spanish (7-12)
	+ Theatre Arts (K-12)
	+ Visual Arts (K-12)
	+ English to Speakers of Other Languages (K-12)
	+ Physical Education (K-12)

**DESCRIPTION**

**Queens International Secondary School** is a new district 6-12 school that will open in Fall 2025 with both 6th grade and 9th grade classes. The school, in partnership with the Internationals Network for Public Schools, serves a student population of Multilingual Learners. The mission of Queens International Secondary School is to build uponstudents’ talents and diverse cultural backgrounds to cultivate an inclusive, collaborative, and academically nourishing learning community that prepares students for lifelong success and learning.

Students enter our school possessing cultural resources, individual talents, and impressive understandings of their own and their families’ experiences regardless of their prior academic experiences. At Queens International 6-12 we believe that it is our collective responsibility to create a heterogeneous and empathetic learning community where the abilities of our Multilingual Learners and their potential for academic and personal achievement are celebrated. Through projects that elevate real world applications and opportunities for career & college exploration, our students are immersed in language rich classrooms that support the deepening of students’ critical thinking skills, the elevation of student voice and ultimately engagement in the global society.

We are looking for teachers and staff with experience and/or interest in project-based learning and content and language integration. Teachers work in interdisciplinary teams to develop and implement project-based assessments that advance students’ language, academic and social emotional skills.

In late August 2025, school staff is encouraged to attend a one day retreat and a 1.5 week Summer professional development institute. Staff is also encouraged to participate and /or teach in after school programs to provide students with additional opportunities for enrichment and/or academic and social support. (*Compensation according to the UFT contract and advance notice will be provided. Staff participation in these activities are voluntary, but strongly encouraged, as it is very important to the development of the school)*. We are committed to professional development during the day. Such activities may include participation in common planning time, intervisitations, interdisciplinary team meetings, professional development and steering committees.

**ELIGIBILITY REQUIREMENTS**

New York State certification in the appropriate content area, bilingual Spanish, French, Arabic or Bangla 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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| * Working within a non-traditional school schedule and organizational structure that includes teaching classes in 60-minute blocks, as scheduled
* 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)
* Adapting curriculum and unit planning to include the integration of English literacy and language learning into respective content area instruction
* Using standards-based grading to diagnose, assess, and track student mastery
* Serving as an advisor 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
* Initiating partnerships and mentoring relations 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
* Taking on duties that support classroom teaching (meeting in departments and grade levels, 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.
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**SELECTION CRITERIA**

The successful candidate will demonstrate:

* Willingness to carry out the above duties and responsibilities

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| * Evidence of strong collaborative and team skills
* Evidence of commitment to continuous professional growth (i.e. professional development, formal education, outside reading)
* Experience with differentiating instruction and assessments for all students including students with special needs and English Language Learners
* Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction
* Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
* Experience and/or willingness to use standards based grading (outcomes) to communicate student progress
* 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
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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 the 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