**TEACHER VACANCY**

**School Name:** HBCU Early College Prep

**District:** 29

**School Site:** 88-15 182nd Street, Jamaica, NY 11423

**Send Cover Letter and Resume to:** HbcuEarlyCollegePrep@gmail.com

**POSITION:**

Subject to sufficient budget, positions in the school may include, but are not limited to, the following title(s):

* **Social Studies Faculty**

**DESCRIPTION:**

HBCU Early College Prep, a groundbreaking partnership between Delaware State University and New York City Public Schools (NYCPS), invites applications for a **History Faculty** to join our founding faculty for the inaugural academic year. This role presents a unique opportunity to shape the historical understanding and critical thinking skills of students enrolled in this innovative early college high school model, set to open in September 2025.

**About HBCU Early College Prep:**HBCU Early College Prep is the first-of-its-kind early college high school model in a major metropolitan area, offering NYC students in Southeast Queens the opportunity to earn a tuition-free associate’s degree from Delaware State University while completing their high school education. This initiative merges the rich heritage of Historically Black Colleges and Universities (HBCUs) with innovative educational practices, providing students with both academic rigor and a supportive, community-centered environment.

Our partnership with Delaware State University leverages a unique framework that combines:

* **Comprehensive Support**: Integrating HBCU traditions, mentorship, and culturally responsive pedagogy to ensure student success.
* **Innovative Early College Model**: Blending in-person campus visits with virtual learning to create a dynamic, flexible learning environment.
* **Professional Development**: NYCPS staff receive specialized training to implement early college strategies effectively

**Summer Professional Learning:**

A 4-day summer professional learning will be offered.

*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:

HBCU Early College Prep seeks a dynamic History Teacher to promote student engagement through the exploration of historical narratives and global perspectives. The ideal candidate will design engaging lessons that develop students' critical thinking, research, and analytical skills while connecting historical content to real-world issues. Candidates should integrate culturally responsive teaching, emphasizing the contributions of African American, Caribbean, and Latin American communities alongside traditional historical frameworks. The successful candidate will foster an inclusive environment that supports students from diverse backgrounds as they pursue both their high school diploma and a tuition-free associate’s degree. Collaboration with faculty to promote interdisciplinary learning and civic engagement initiatives is strongly encouraged.

**Eligibility Requirements**

New York State certification in the appropriate content area, with satisfactory ratings and attendance.

| * 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)
* 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
* Having and seeking knowledge of contemporary issues in public education
* 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

| * Evidence of strong content knowledge and ability to help students overcome conceptual difficulties in content area
* Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction
* Ability to incorporate reading and writing strategies in classroom instruction and daily routines
* Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
* Ability to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement
* 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 commitment to continuous professional growth (i.e. professional development, formal education, outside reading
* 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.
* Evidence of success in working collaboratively with colleagues and parents/caregivers
* Willingness to learn all Microsoft Office programs and relevant web applications (Internet Explorer, Outlook, ARIS)
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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 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