

TEACHER VACANCY CIRCULAR

School Name: Virtual Innovators Academy

District: 08

School Site: 916 Eagle Ave, Bronx, NY 10456 and/or 131 Livingston Street, Brooklyn, NY 11201

Send Cover Letter, Resume and Portfolio to: info@virtualacademynyc.org

POSITIONS

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

Math Teacher
Social Studies Teacher
Science Teacher

Certification in Students with Disabilities/English to Speakers of Other Languages and other content area preferred

DESCRIPTION

Virtual Innovators Academy is a fully virtual high school. Our mission is to provide NYC high school students with rigorous, personalized, state of the art instruction within an interdisciplinary, project-based approach so that they can positively impact their communities.

We will ensure a productive, diverse community of learners willing to take suitable risks, learn from their mistakes, and support one another as we examine social problems, peak social awareness, develop social conscience and work toward personal and communal growth. Learning outcomes are drawn from the 4C's of 21st century learning: communication, collaboration, critical thinking and creativity to create online learning environments for students, their peers, instructors and guest experts to collaborate on compelling, challenge-based projects in key content areas.

A 2 day summer planning institute the last week of August 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, inter-visitations, 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, with satisfactory ratings and attendance

DUTIES AND RESPONSIBILITIES

TEACHER VACANCY CIRCULAR

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:

Classroom Teaching & Planning <ul style="list-style-type: none">- Working within a non-traditional school schedule and organizational structure that includes teaching classes in 80-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)- Developing and implementing virtual curriculum and assessments that are aligned to Common Core Learning/NYS Standards
Assessments & Data <ul style="list-style-type: none">- Using standards-based grading to diagnose, assess, and track student mastery
Professional Development <ul style="list-style-type: none">- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
School Culture & Community <ul style="list-style-type: none">- 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
Communication <ul style="list-style-type: none">- 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- 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.)

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities

Classroom Teaching & Planning <ul style="list-style-type: none">- Ability to incorporate minds-on and cooperative virtual learning activities in classroom instruction- Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues- Experience differentiating instruction and assessments for all students including students with disabilities and Multi 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
Assessments & Data <ul style="list-style-type: none">- Willingness to develop interim assessments, analyze student data collected from interim assessments, and adjust teaching practices to ensure student understanding

TEACHER VACANCY CIRCULAR

<ul style="list-style-type: none">- Evidence of success in monitoring and analyzing data to drive instruction and increase student achievement
Professional Development <ul style="list-style-type: none">- Evidence of strong collaborative and team skills
School Culture & Community <ul style="list-style-type: none">- Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group of students- Evidence of strong classroom management skills in a virtual environment
Communication <ul style="list-style-type: none">- Willingness to learn all Microsoft Office programs and relevant web applications (Internet Explorer, Outlook, ARIS)

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