

TEACHER VACANCY CIRCULAR

School Name: Academy of Cultural Excellence

District: 30

Short-Term School Site: 11-11 40th Avenue, Long Island City, NY 11101

Long-Term School Site: 23-10 43rd Avenue, Long Island City, NY 11101

Send Cover Letter and Resume to: Academyofculturalexcellence@schools.nyc.gov

POSITIONS

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

- Childhood Education:
 - o Grades Pre-K-6
 - o Grades 1-6
 - o Birth-6
- Early Childhood Education (Birth – Grade 2)
- Literacy (Birth – Grade 6)
- Students with Disabilities (Grades 1-6)
 - Arts: Visual Arts
 - English to Speakers of Other Languages
 - Special Education

*Dual certification in [Students with Disabilities/English to Speakers of Other Languages, etc.] and Grades Pre-K - 6 preferred.)

DESCRIPTION

At the Academy of Cultural Excellence, we design safe learning environments and build strong, caring relationships with students and families, recognizing the knowledge, languages, and experiences they bring with them. We teach foundational skills with clarity and intention, and create opportunities for students to apply what they learn through collaboration, problem-solving, and hands-on work that connects to real questions, communities, and experiences. Through consistent structures and high expectations, we support students in thinking deeply and using what they learn in meaningful ways.

- Academy of Cultural Excellence is looking for staff with a commitment to building strong relationships with students and families and contributing to a safe, caring school community.
- Academy of Cultural Excellence is looking for staff with the capacity to collaborate with colleagues and families to support students' learning, well-being, and full participation in the life of the school.

A 6-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

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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:

- Developing and implementing curriculum and assessments that are aligned to Common Core Learning/NYS Standards
- Incorporating literacy strategies into daily routines and classroom instruction in all content areas
- Maintaining an organized, print-rich, literature-based environment
- Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
- Using standards-based grading to diagnose, assess, and track student mastery
- Using data gathered through formative and summative assessments to guide instructional planning
- Creating a safe and supportive learning environment with routines and structures that align to the school's core values
- 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.)
- Practicing an open-door policy that encourages collaboration and development of best practice pedagogy

SELECTION CRITERIA

The successful candidate will demonstrate:

- Willingness to carry out the above duties and responsibilities
- Ability to incorporate hands-on and cooperative learning activities in classroom instruction
- 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
- Ability to articulate the criteria for exemplary student work
- 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 strong collaborative and team skills
- Evidence of strong classroom management skills

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- 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

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 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