



The Brooklyn Brownstone School
272 MacDonough Street
Brooklyn, NY 11233
Tel. (718) 573-2307
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www.brooklynbrownstoneschool.org



LSO: Leadership Support Organization
Joy Elaine-Daly, Network Leader

Nakia Haskins, Principal
Evelyn Santiago, Community Superintendent District 16

POSITIONS:

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

Paraprofessional

DESCRIPTION:

The Brooklyn Brownstone School, a new small school in Central Brooklyn, seeks talented paraprofessionals who are committed to placing family involvement and community advocacy at the center of teaching and learning while providing a rigorous education for all students. Our aim is to provide children with authentic learning experiences that will foster academic success and responsible community involvement. Through high expectations and a rich academic curriculum, we strive to develop critical thinkers and who will work productively within a diverse group of learners to improve their community, through academic excellence.

A team-based model of teaching and learning is central to the philosophy of the Brooklyn Brownstone School. To support the school's mission, paraprofessionals will work collaboratively to plan curriculum, to look closely at student work, and to use multiple forms of assessment to guide instruction. Paraprofessionals will also work collaboratively with the school partners to institute service-learning, and support the social, emotional and character development of their students. By forming meaningful relationships among students, staff, families and the wider community, paraprofessionals will instill in each child an integral sense of curiosity, community, and commitment that will support his or her growth.

ELIGIBILITY REQUIREMENTS:

New York City certification with satisfactory ratings

Send Cover Letter and resume to: work4TBBS@gmail.com

DUTIES AND RESPONSIBILITIES:

Roles in small schools are varied and complex and serious consideration will be given to applicants who demonstrate through their resume and cover letter experience and/or willingness to become involved in these essential aspects:

- Availability for summer planning and curriculum work. *Advance notice of the dates will be supplied, and those who attend will be compensated according to the terms of the UFT contract. Participation in the activities is voluntary, but strongly encouraged, as the activities are very important for the development of the school.*
- Availability to participate in after school/Saturday tutoring programs. Sufficient advance notice and compensation will be provided. *Participation in the activities is voluntary, but strongly encouraged, as the activities are very important for the development of the school.*
- Ability to work within a non-traditional school schedule and organization structure that meets the needs of student with diverse learning backgrounds and requiring special education services
- Collaborating in an inter-disciplinary planning team – working with teachers to insure an integrated curriculum and a student centered environment.
- Ability to work in teams and collaborate and support school wide initiatives to support student engagement and learning.

SELECTION CRITERIA:

The successful candidate will demonstrate:

- Ability to incorporate reading and writing strategies in student's daily lessons
- Ability to incorporate hands-on, co-operative, and service learning activities
- Ability to develop and use project based learning units, utilizing planning backwards model
- Ability to work with classroom teachers to create collaborative learning activities
- Excellent student management skills
- Ability to communicate effectively with colleagues, parents, students, etc
- Familiarity with professional literature and best practice in student engagement and learning

In addition to interview, paraprofessional candidates must present a portfolio with a resume, evidence of philosophy of education, evidence of curriculum co-planning such as course outline and lesson plans, and any artifacts collected throughout professional career working with students. These may include student work, images of student work and presentations, and curriculum development examples. Applicants should provide written references. One might include a peer with whom the applicant has collaborated. Others might include faculty such as an administrator or teacher.

WORK SCHEDULE AND SALARY

As per Collective Bargaining Agreement

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