



The Brooklyn Brownstone School
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Brooklyn, NY 11233
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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 licenses:

- **Early Childhood** (Birth- 2nd Grade)
- **Common Branch** (1st-6th Grade)
- **Special Education**
- **Art**
- **Music**

DESCRIPTION:

The Brooklyn Brownstone School, a new small school in Central Brooklyn, seeks talented teachers 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, teachers will work collaboratively to plan curriculum, to look closely at student work, and to use multiple forms of assessment to guide instruction. Teachers will also work collaboratively with the school partners to institute service-learning, and to support the social, emotional and character development of their students. By forming meaningful relationships among students, staff, families and the wider community, teachers 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 in the appropriate content area, 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. Teacher 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 tutoring/Saturday programs. Sufficient advance notice and compensation will be provided. *Teacher 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 and teaching team with an emphasis on course design using backwards planning models developed by Wiggins & McTighe
- Practicing an open-door policy and developing best practice pedagogy to facilitate professional growth and collaboration
- Knowledge of contemporary issues in elementary education
- Ability and availability to work collaboratively with staff and families in the interest of providing the best education for our children.
- Ability and availability to co-ordinate special programs with particular focus on service-learning with family and community involvement.

SELECTION CRITERIA:

The successful candidate will demonstrate:

- Ability to incorporate reading and writing strategies in daily routines and classroom instruction
- Ability to incorporate hands-on, co-operative, and service learning activities
- Ability to develop and use project based learning units, utilizing backwards planning model
- Ability to integrate technology in the classroom
- Excellent classroom management skills
- Ability to communicate effectively with colleagues, parents, students, etc
- Scholarship, familiarity with professional literature, and best practice in content area
- Ability to plan and execute rigorous, creative units that culminate in finished pieces of student work that will be a part of a growing portfolio
- Ability to use flexible/cooperative grouping to address different learning styles and needs in the classroom.
- Willingness and ability to work in a highly collaborative setting
- Ability to use student data to drive meaningful instruction.

In addition to interview, teacher candidates must present a teaching portfolio with a resume, evidence of philosophy of education, evidence of curriculum planning such as course outline and lesson plans, and any teaching artifacts collected throughout the teaching career. Teaching artifacts may include student work, images of student work and presentations, and curriculum development examples. Applicants must provide an educational supervisor, colleague, and parent reference.

WORK SCHEDULE AND SALARY: As per Collective Bargaining Agreement

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