**STEM INSTRUCTORS NEEDED (Coding, Robotics, Engineering)**

**PAID & PART-TIME**

**Excellence for All (EFA)** is a Boston Public Schools initiative to expand access to 21st Century learning experiences for students in grades 3-6.  EFA provides school leaders and teachers with the resources needed to support each child's unique path to success.

**EFA’s STEM Initiative** provides all students in grades 3-6 with STEM classes where they will learn central concepts in **computer programming and engineering design**. In addition to STEM-specific skills, students will also strengthen their creative problem solving, critical thinking, teamwork, and organization skills.  EFA is seeking capable instructors to teach coding, robotics, and/or engineering classes variable times between **8:00AM and 4:00PM throughout each school week. Instructors will be paid at an hourly rate.** There will be opportunities for instructors to develop competency in each subject.

**Coding Instructors will:**

* Teach **3rd and 4th grade students** coding using the Code.org and/or Scratch programs, respectively.
* Work with students to design and program animations and games.
* Document students' individual and group progress throughout the program.
* Support students during independent and group work time.

**Robotics Instructors will:**

* Work with **5th grade** **students** to program and build structurally sound robots using the LEGO Mindstorms EV3 Robotics Kit, and support groups of students in building and programming their own.
* Teach elementary school students the principles of Robotics including the functions of power sources, sensors, motors and structural members of a robot.
* Document students' individual and group progress throughout the program.
* Support students during independent and group work time.

**Engineering Instructors will:**

* Teach 3D design to **6th grade students** using CAD (Tinkercad and BlocksCAD) and 3D printing.
* Teach electronics and programming to 6th grade students using **micro:bit** and **MakeCode** programming interface.
* Document students' individual and group progress throughout the program.
* Support students during independent and group work time.

**QUALIFICATIONS**:

***Required:***

* **Coding Instructor**: **ability to teach coding using Scratch**, strong problem-solving skills and computer programming skills;
* **Robotics Instructor**: **ability to teach robotics using LEGO robotics (Mindstorms EV3)**, strong problem-solving skills, and simple computer programming skills;
* **Engineering Instructor***:* **ability to teach STEM using CAD, 3D printer, and micro:bit**, strong problem-solving skills and engineering skills.
* Must have **a** **deep understanding of instructional and classroom management practices in inclusive classrooms;**
* Must have **strong teamwork and interpersonal skills**; ability to work with a variety of elementary-aged children, including children with varying disabilities.

***Preferred:***

* **Computer science/math/science/engineering background** and/or **experience with robotics, coding, and/or 3D design**; and
* Experience **working with children in urban communities**.

Please send resumes and cover letters to Alain Balan (abalan@bostonpublicschools.org). For questions call Alain at (857) 919-3250.

**District-Wide Early Hiring Pool SY18-19**

**School Year:** 2018-2019

**Title:** District-Wide Early Hiring Pool SY18-19

**ABOUT THIS JOB POSTING**

This job posting is for all individuals interested in teaching positions in the Boston Public Schools in the 2018-2019 school year. By submitting your application to this posting, you have the opportunity to participate in a pre-screening interview and to become a part of the district’s priority candidate pool.

**This job posting ONLY includes:** Classroom teachers.

**This job posting does NOT include:** Guidance counselors, student development counselors, social workers, school psychologists, school nurses, school librarians, adjustment counselors, student services coordinators, paraprofessionals, principals, headmasters, school secretaries or assistants, custodians, assistant principals, other school leadership positions, or substitute teachers.

School leaders will have early access to the candidates in this pool, enabling them to reach out to interested candidates prior to the official district posting of jobs in March 2018.

By applying to this position, you are demonstrating a commitment to BPS and to our students, and your application materials will be available to all school leaders who have openings for the upcoming school year.

**Who We Are**

As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. We are seeking exceptional educators who are highly qualified and knowledgeable to join our community of teachers, leaders, and learners.

In BPS, we serve over 57,000 students who speak more than 85 different languages and come from more than 100 different countries, from Afghanistan to Zimbabwe. 75% of our students identify as Black or Hispanic, 44% of our students speak a language other than English as their first language, and 78% of our students are low income.

Over the past twenty years, the Boston Public Schools has transformed into one of the most renowned urban public school systems in the country, with groundbreaking programs for early education, students with disabilities, arts education, technology, and English Language Learners.

**Who We Are Looking For**

Boston Public Schools knows that there is no more important factor in a child’s education than a great teacher. Here in Boston, great teachers are passionate about urban education, drive student achievement, reflect the racial, cultural, and linguistic diversity of our students, and have a strong commitment to City of Boston. Boston Public Schools also seeks individuals who are able to serve all of students, regardless of ability or language, and who hold multiple licenses.

**Qualifications**

At a minimum, candidates must have:

* A valid Massachusetts educator license for the appropriate content area and grade level by the first day of school
* A Bachelor's degree
* The ability to meet the expectations of the Massachusetts Standards and Indicators of Effective Teaching Practice
* Current authorization to work in the United States

|  |  |
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| Primary Location | District Wide  |
| Salary Range | 1.0 FTE  |
| Shift Type | Traditional |

**Teacher - Elementary [SLIFE Native Language Literacy - Spanish] [Grades 6-8] (SEI Endorsement Required) (SY18-19)**

This is a teaching position in a classroom for Students with Limited or Interrupted Formal Education) (SLIFE). This position is a Native Literacy teaching position meaning candidates must have be bilingual and biliterate in Spanish and licensed in Elementary. In this program model, students are all newcomer English Learners who are ages 9 or older, have ELD levels 1 or 2, are at least two years behind their grade level peers in native language literacy, and have limited or interrupted formal schooling. Students will receive instruction in the student’s native language while students in SLIFE Multilingual program are from various linguistic backgrounds.  Students receive intensive literacy instruction in the native language, and age-appropriate core content instruction in the native language.

POSITION TITLE: Teacher - Elementary (SEI Endorsement Required)

Boston Public Schools seeks an exceptional ELEMENTARY and SEI-Endorsed Teacher who is highly qualified and knowledgeable to join our community of teachers, learners and leaders. This is an exciting opportunity for teachers who desire to serve where their efforts matter.  In BPS, the teachers and leaders are committed to the vision of high expectations for achievement, equal access to high levels of instruction, the achievement of academic proficiency for all students, and the closing of the achievement gap among subgroups within the schools.  BPS is a great place for those who seek to work in an environment that supports their creativity and innovation, and respects their skills and abilities as a teacher.

REPORTS TO:  Principal

RESPONSIBILITIES: Elementary Teacher in an SEI setting

* Creatively provide an interdisciplinary course of study that integrates reading, writing, analytical skills development in alignment with state curricular frameworks for core content areas.
* Implement district learning goals and objectives using TERC Math Investigations Curriculum and Readers and Writers Workshop Model.
* Create developmentally appropriate, child centered environment that establishes positive student behavioral expectations conducive to all learners needs through structured routines, and positive behavioral interventions.
* Establish classroom structure that values positive relationships through intentional implementation of appropriate curriculum
* Administer district mid-year and end-of-year assessments in accordance with district guidelines.

CORE COMPETENCIES: Using the Rubric of Effective Teaching, the Office of Human Capital has identified priority skills and abilities that all BPS teachers should possess:

1. Accountability for Student Achievement

(II-A-1. Quality of Effort and Work, II-D-2. High Expectations, I-B-2. Adjustments to Practice)

* Sets ambitious learning goals for all students, creates cognitively demanding tasks, and models the belief that that all students can master challenging material through effective effort
* Assesses students’ understanding regularly with ambitious learning goals in mind and takes ownership of making necessary adjustments to instruction to reach goals despite setbacks
* Passionate and optimistic about their students, their content, and the teaching profession

2. Communicating Content Knowledge

(I-A-1. Subject Matter Knowledge, I-A-4. Well-Structured Lessons)

* Demonstrates mastery of and enthusiasm for content area and the pedagogy it requires
* Demonstrates understanding for how the subject matter applies in real-world settings and connects to other content areas and relevant standards
* Can convey content in creative and engaging ways that align to standards

3. Equitable & Effective Instruction

(II-A-3. Meeting Diverse Needs, II-A-2. Student Engagement, II-B-1. Safe Learning Environment)

* Scaffolds and differentiates instruction in order for all students to do complex thinking and rigorous academic work
* Uses instructional practices that are likely to challenge, motivate, and engage all students and facilitate equitable, active student participation
* Builds a productive learning environment where every student participates and is valued as part of the class community

4. Cultural Proficiency

(II-C-1. Respects Differences, II-C-2. Maintains Respectful Environment)

* Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected

5. Parent/Family Engagement

(III-A-1. Parent/Family Engagement)

* Engages with families and builds collaborative, respectful relationships with them in service of student learning

6. Professional Reflection & Collaboration

(IV-A-1. Reflective Practice, IV-C-1. Professional Collaboration)

* Regularly reflects on practice, seeks and responds to feedback, and demonstrates self-awareness and commitment to continuous learning and development
* Seeks to participate in and contribute to a collaborative adult learning community.

QUALIFICATIONS--REQUIRED:

1. Education:  Hold a Bachelors degree.
2. Hold a Massachusetts Teaching License in Elementary Generalist and hold an SEI endorsement or a dual certification in ESL.
3. Meet all state and federal guidelines in order to be fully licensed and Highly Qualified.
4. Ability to meet the Standards of Effective Teaching established by the Boston Public Schools as outlined above.
5. Current authorization to work in the United States - Candidates must have such authorization by their first day of employment.

QUALIFICATIONS--PREFERRED:

1. Experience teaching in urban schools.
2. Degree in Education.
3. BPS values linguistic diversity and believes that candidates who speak another language bring added value to the classroom, school, and district culture and diversity. BPS is particularly interested in candidates who are fluent in one of BPS' official languages:Spanish, Creole (Cape Verdean), Creole (Haitian), Chinese, Vietnamese, Portuguese, & Somali.
4. In order to best serve all students, BPS prefers all core content teachers to be certified in their subject area and one or both of the following: Moderate Disabilities, English as a Second Language (at the appropriate grade level(s)).

Terms:  BTU, Group I

Please refer to [www.bostonpublicschools.org/ohc](http://www.bostonpublicschools.org/ohc) (Licensed Staff >> Employee Benefits and Policies) for more information on compensation.  Salaries are listed by Unions and Grade/Step.

Next year, many BPS schools will have a longer school day through the "Schedule A" Extended Learning Time (ELT) agreement. To learn more about ELT at BPS and whether or not this school is a "Schedule A" ELT school, check here: bostonpublicschools.org/elt

THE BOSTON PUBLIC SCHOOLS, IN ACCORDANCE WITH ITS NON-DISCRIMINATION AND ZERO TOLERANCE POLICY, DOES NOT DISCRIMINATE IN ITS PROGRAMS, ACTIVITIES, FACILITIES, EMPLOYMENT AND EDUCATIONAL OPPORTUNITIES ON THE BASIS OF RACE, COLOR, AGE, DISABILITY, SEX/GENDER, GENDER IDENTITY, RELIGIOUS BELIEFS, NATIONAL ORIGIN, ANCESTRY, RETALIATION, SEXUAL ORIENTATION, GENETICS OR MILITARY STATUS AND DOES NOT TOLERATE ANY FORM OF INTIMIDATION, THREAT, COERCION AND/OR HARASSMENT THAT INSULTS THE DIGNITY OF OTHERS AND INTERFERES WITH THEIR FREEDOM TO LEARN OR WORK.

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| Primary Location | Frederick Middle  |
| Salary Range | 1.0 FTE  |
| Shift Type | Pilot |

**Teacher-SLIFE/English as a Second Language, Math/Science, 9-12 (SY18-19)**

POSITION TITLE: Teacher-SLIFE/English as a Second Language, Math/Science 9-12

Charlestown High School seeks an exceptional math and science teacher to become a part of our Spanish SLIFE (Students with Limited or Interrupted Formal Education) Program. Students enrolled in this program are at least 2 years behind their grade level peers in language and math literacy. Students receive intensive literacy instruction and age-appropriate core content instruction in Spanish. Upon exiting this program, students are prepared to enter a Sheltered English Immersion (SEI) program.

Boston Public Schools seeks an exceptional SLIFE, ENGLISH AS A SECOND LANGUAGE (ESL) TEACHER who is highly qualified and knowledgeable to join our community of teachers, learners and leaders. This is an exciting opportunity for teachers who desire to serve where their efforts matter.  In BPS, the teachers and leaders are committed to the vision of high expectations for achievement, equal access to high levels of instruction, the achievement of academic proficiency for all students, and the closing of the achievement gap among subgroups within the schools.  BPS is a great place for those who seek to work in an environment that supports their creativity and innovation, and respects their skills and abilities as a teacher.

REPORTS TO:  Principal

RESPONSIBILITIES:

Teach: High Intensity Language Training (HILT) English as a Second Language in a high school setting to Students with Interrupted Foreign Education (SLIFE).

1. Teach 1 year-long section of math, 1 year of science.
2. Plan and deliver lessons utilizing WIDA and content standards to deliver appropriate lessons for students with ELD levels 1 and 2.
3. Demonstrate cultural proficiency and use effective and culturally relevant instructional practices.
4. Provide whole class and small group English as a Second Language (ESL) instruction to English Language Learners.
5. Collaborate and communicate with the ELL student’s content teacher(s) to align instruction and support to both the ELL student’s English language development and their classroom instructional needs (instructions, vocabulary, reading and writing support, and clarification of assignments).
6. Collaborate and communicate with the school’s instructional leadership team, instructional coaches and administration to ensure ELL students receive language support and other forms of academic assistance.
7. Prepare for and assist with organization of ELL student’s transition meetings for those ready to transition out of ELL services.
8. Plan and deliver lessons utilizing the Massachusetts English Language Proficiency Benchmarks and Outcomes, and Boston Public School English Language Plan, and deliver appropriate lessons for varying levels of English proficiency.Demonstrate cultural proficiency and use effective and culturally relevant instructional practices.Integrate technology into the classroom as an instructional tool and for personal productivity.
9. Demonstrate an understanding and fluency with the BPS ESL Curriculum and the Massachusetts DOE English Language Proficiency Benchmarks and Outcomes (ELPBO).
10. Assist in administering all mandated state and local assessments for English language learners whenever appropriate.
11. Collaborate in the writing of Individualized Learning Plans for each student.
12. Ability to foster a relationship with students and share advisory duties with ESL/Native Literacy Teacher.
13. Engage in regular communication with ELLs and their families.

CORE COMPETENCIES: Using the Rubric of Effective Teaching, the Office of Human Capital has identified priority skills and abilities that all BPS teachers should possess:

1. Accountability for Student Achievement

(II-A-1. Quality of Effort and Work, II-D-2. High Expectations, I-B-2. Adjustments to Practice)

* Sets ambitious learning goals for all students, creates cognitively demanding tasks, and models the belief that that all students can master challenging material through effective effort
* Assesses students’ understanding regularly with ambitious learning goals in mind and takes ownership of making necessary adjustments to instruction to reach goals despite setbacks
* Passionate and optimistic about their students, their content, and the teaching profession

2. Communicating Content Knowledge

(I-A-1. Subject Matter Knowledge, I-A-4. Well-Structured Lessons)

* Demonstrates mastery of and enthusiasm for content area and the pedagogy it requires
* Demonstrates understanding for how the subject matter applies in real-world settings and connects to other content areas and relevant standards
* Can convey content in creative and engaging ways that align to standards

3. Equitable & Effective Instruction

(II-A-3. Meeting Diverse Needs, II-A-2. Student Engagement, II-B-1. Safe Learning Environment)

* Scaffolds and differentiates instruction in order for all students to do complex thinking and rigorous academic work
* Uses instructional practices that are likely to challenge, motivate, and engage all students and facilitate equitable, active student participation
* Builds a productive learning environment where every student participates and is valued as part of the class community

4. Cultural Proficiency

(II-C-1. Respects Differences, II-C-2. Maintains Respectful Environment)

* Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected

5. Parent/Family Engagement

(III-A-1. Parent/Family Engagement)

* Engages with families and builds collaborative, respectful relationships with them in service of student learning

6. Professional Reflection & Collaboration

(IV-A-1. Reflective Practice, IV-C-1. Professional Collaboration)

* Regularly reflects on practice, seeks and responds to feedback, and demonstrates self-awareness and commitment to continuous learning and development
* Seeks to participate in and contribute to a collaborative adult learning community.

QUALIFICATIONS - REQUIRED:

1. Education:  Hold a Bachelors degree.
2. Hold a valid Massachusetts Teaching License in ESL at the appropriate grade level
3. Teach literacy and numeracy in students’ native language
4. Complete state and federal guidelines in order to be fully licensed and “Highly Qualified” according to NCLB.
5. Ability to meet the Standards of Effective Teaching established by the Boston Public Schools as outlined above.
6. Current authorization to work in the United States - Candidates must have such authorization by their first day of employment.
7. Attend district and state-sponsored professional development opportunities sufficient to stay current with changes in ELL instruction and improvements in ELL teaching strategies.
8. Able to model excellent spoken and written English for students learning English in school.

QUALIFICATIONS - PREFERRED:

1. MA license to teach math 5-12
2. MA SEI Endorsement or ESL license
3. Academic Spanish fluency
4. Experience working with SLIFE and Former SLIFE students
5. Training in HILT for SLIFE lesson design or Mutually Adaptive Learning Paradigm (MALP).
6. Experience teaching in an urban setting.

Terms:  BTU, Group I

Please refer to [www.bostonpublicschools.org/ohc](http://www.bostonpublicschools.org/ohc) (Licensed Staff >> Employee Benefits and Policies) for more information on compensation.  Salaries are listed by Unions and Grade/Step.

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| Primary Location | Charlestown High  |
| Salary Range | 1.0 FTE  |
| Shift Type | Traditional |

**Teacher - Bilingual (Spanish) Elementary Grade 2 [Dual Language Spanish/English] (ESL Licensure Required) (SY18-19)**

This position is a Spanish/English dual language school. Candidates must be bilingual and biliterate in Spanish and possess an ESL license.

The Rafael Hernández Dual Language School focuses language development in both Spanish and English through the arts. We are also a Restorative Justice school that uses The Second Step curriculum to support social-emotional growth of students. All staff are proud language learners of Spanish, English and or other languages.

Boston Public Schools seeks an exceptional ELEMENTARY and ESL Teacher who is highly qualified and knowledgeable to join our community of teachers, learners and leaders. This is an exciting opportunity for teachers who desire to serve where their efforts matter.  In BPS, the teachers and leaders are committed to the vision of high expectations for achievement, equal access to high levels of instruction, the achievement of academic proficiency for all students, and the closing of the achievement gap among subgroups within the schools.  BPS is a great place for those who seek to work in an environment that supports their creativity and innovation, and respects their skills and abilities as a teacher.

REPORTS TO:  Principal

RESPONSIBILITIES: Elementary Teacher with ESL instruction

* Creatively provide an interdisciplinary course of study that integrates reading, writing, analytical skills development in alignment with state curricular frameworks for core content areas.
* Implement district learning goals and objectives using district core content and ESL curricula
* Create developmentally appropriate, child centered environment that establishes positive student behavioral expectations conducive to all learners needs through structured routines, and positive behavioral interventions.
* Establish classroom structure that values positive relationships through intentional implementation of appropriate curriculum
* Administer district mid-year and end-of-year assessments in accordance with district guidelines.

CORE COMPETENCIES: Using the Rubric of Effective Teaching, the Office of Human Capital has identified priority skills and abilities that all BPS teachers should possess:

1. Accountability for Student Achievement

*(II-A-1. Quality of Effort and Work, II-D-2. High Expectations, I-B-2. Adjustments to Practice)*

* Sets ambitious learning goals for all students, creates cognitively demanding tasks, and models the belief that that all students can master challenging material through effective effort
* Assesses students’ understanding regularly with ambitious learning goals in mind and takes ownership of making necessary adjustments to instruction to reach goals despite setbacks
* Passionate and optimistic about their students, their content, and the teaching profession

1. Communicating Content Knowledge

*(I-A-1. Subject Matter Knowledge, I-A-4. Well-Structured Lessons)*

* Demonstrates mastery of and enthusiasm for content area and the pedagogy it requires
* Demonstrates understanding for how the subject matter applies in real-world settings and connects to other content areas and relevant standards
* Can convey content in creative and engaging ways that align to standards

1. Equitable & Effective Instruction

*(II-A-3. Meeting Diverse Needs, II-A-2. Student Engagement, II-B-1. Safe Learning Environment)*

* Scaffolds and differentiates instruction in order for all students to do complex thinking and rigorous academic work
* Uses instructional practices that are likely to challenge, motivate, and engage all students and facilitate equitable, active student participation
* Builds a productive learning environment where every student participates and is valued as part of the class community

1. Cultural Proficiency

*(II-C-1. Respects Differences, II-C-2. Maintains Respectful Environment)*

* Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected

1. Parent/Family Engagement

*(III-A-1. Parent/Family Engagement)*

* Engages with families and builds collaborative, respectful relationships with them in service of student learning

1. Professional Reflection & Collaboration

*(IV-A-1. Reflective Practice, IV-C-1. Professional Collaboration)*

* Regularly reflects on practice, seeks and responds to feedback, and demonstrates self-awareness and commitment to continuous learning and development
* Seeks to participate in and contribute to a collaborative adult learning community.

QUALIFICATIONS--REQUIRED:

1. Education:  Hold a Bachelors degree.
2. Hold Massachusetts Teaching License in Elementary 1-6 with dual certification in ESL.
3. Meet all state and federal guidelines in order to be fully licensed and Highly Qualified.
4. Ability to meet the Standards of Effective Teaching established by the Boston Public Schools as outlined above.
5. Current authorization to work in the United States - Candidates must have such authorization by their first day of employment.

QUALIFICATIONS--PREFERRED:

1. Experience teaching in urban schools.
2. Degree in Education
3. BPS values linguistic diversity and believe that candidates who speak another language bring added value to the classroom, school, and district culture and diversity. BPS is particularly interested in candidates who are fluent in one of BPS' official languages: Spanish, Creole (Cape Verdean), Creole (Haitian), Chinese, Vietnamese, Portuguese, & Somali.
4. In order to best serve all students, BPS prefers all core content teachers to be certified in their subject area and one or both of the following: Moderate Disabilities, English as a Second Language (at the appropriate grade level(s)).

Terms:  BTU, Group I

Please refer to [www.bostonpublicschools.org/ohc](http://www.bostonpublicschools.org/ohc) (under "Employee Benefits and Policies") for more information on salary and compensation.  Salaries are listed by Unions and Grade/Step.

Next year, many BPS schools will have a longer school day through the "Schedule A" Extended Learning Time (ELT) agreement. To learn more about ELT at BPS and whether or not this school is a "Schedule A" ELT school, check here: bostonpublicschools.org/elt

The Boston Public Schools, in accordance with its nondiscrimination policies, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat or harassment that demeans individuals’ dignity or interferes with their ability to learn or work.

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| --- | --- |
| Primary Location | Hernandez K-8 School  |
| Salary Range | 1.0 FTE  |
| Shift Type | Traditional |

**Teacher - Bilingual Spanish Kindergarten 2 (ESL Licensure Required) (SY18-19) (Anticipated Vacancy)**

\*\*This position is located a Spanish/English dual language school, so candidates must be bilingual and biliterate in LANGUAGE and possess an ESL license.\*\*

Boston Public Schools seeks an exceptional  Kindergarten/Early Childhood TEACHER who is highly qualified and knowledgeable to join our community of teachers, learners and leaders. This is an exciting opportunity for teachers who desire to serve where their efforts matter.

In BPS, the teachers and leaders are committed to the vision of high expectations for achievement, equal access to high levels of instruction, the achievement of academic proficiency for all students, and the closing of the achievement gap among subgroups within the schools.  BPS is a great place for those who seek to work in an environment that supports their creativity and innovation, and respects their skills and abilities as a teacher.

REPORTS TO:  Principal

RESPONSIBILITIES:

* TEACH:  Kindergarten/Early Childhood in SEI environment
* Implement district learning goals and objectives using BPS curriculum, in alignment with state frameworks.
* Create developmentally appropriate, child centered environment that establishes positive student behavioral expectations conducive to all learners needs through structured routines, and positive behavioral interventions.
* Establish classroom structure that values relationships between child to child, child to curriculum, teacher to child, teacher to families and communities, and classrooms to schools through intentional implementation of appropriate curriculum.

CORE COMPETENCIES: Using the Rubric of Effective Teaching, the Office of Human Capital has identified priority skills and abilities that all BPS teachers should possess:

1. Accountability for Student Achievement

*(II-A-1. Quality of Effort and Work, II-D-2. High Expectations, I-B-2. Adjustments to Practice)*

* Sets ambitious learning goals for all students, creates cognitively demanding tasks, and models the belief that that all students can master challenging material through effective effort
* Assesses students’ understanding regularly with ambitious learning goals in mind and takes ownership of making necessary adjustments to instruction to reach goals despite setbacks
* Passionate and optimistic about their students, their content, and the teaching profession
1. Communicating Content Knowledge

*(I-A-1. Subject Matter Knowledge, I-A-4. Well-Structured Lessons)*

* Demonstrates mastery of and enthusiasm for content area and the pedagogy it requires
* Demonstrates understanding for how the subject matter applies in real-world settings and connects to other content areas and relevant standards
* Can convey content in creative and engaging ways that align to standards
1. Equitable & Effective Instruction

*(II-A-3. Meeting Diverse Needs, II-A-2. Student Engagement, II-B-1. Safe Learning Environment)*

* Scaffolds and differentiates instruction in order for all students to do complex thinking and rigorous academic work
* Uses instructional practices that are likely to challenge, motivate, and engage all students and facilitate equitable, active student participation
* Builds a productive learning environment where every student participates and is valued as part of the class community
1. Cultural Proficiency

*(II-C-1. Respects Differences, II-C-2. Maintains Respectful Environment)*

* Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected
1. Parent/Family Engagement

*(III-A-1. Parent/Family Engagement)*

* Engages with families and builds collaborative, respectful relationships with them in service of student learning
1. Professional Reflection & Collaboration

*(IV-A-1. Reflective Practice, IV-C-1. Professional Collaboration)*

* Regularly reflects on practice, seeks and responds to feedback, and demonstrates self-awareness and commitment to continuous learning and development
* Seeks to participate in and contribute to a collaborative adult learning community.

QUALIFICATIONS--REQUIRED:

1. Education:  Hold a Bachelors degree.
2. Hold a valid Massachusetts Teaching License for Early Childhood
3. Hold a valid Massachusetts SEI Endorsement OR Grade-level appropriate ESL License
4. Meet all state and federal guidelines in order to be fully licensed and Highly Qualified.
5. Ability to meet the Standards of Effective Teaching established by the Boston Public Schools as outlined above.
6. Current authorization to work in the United States - Candidates must have such authorization by their first day of employment.

Qualifications--Preferred:

1. Experience teaching in urban schools.
2. Degree in Early Childhood or Education.
3. Familiarity with the TERC Investigations Math Curriculum
4. BPS values linguistic diversity and believe that candidates who speak another language bring added value to the classroom, school, and district culture and diversity. BPS is particularly interested in candidates who are fluent in one of BPS' official languages: Spanish, Creole (Cape Verdean), Creole (Haitian), Chinese, Vietnamese, Portuguese, & Somali.
5. In order to best serve all students, BPS prefers all core content teachers to be certified in their subject area and one or both of the following: Moderate Disabilities, English as a Second Language (at the appropriate grade level(s)).

Terms:  BTU, Group I

Please refer to [www.bostonpublicschools.org/ohc](http://www.bostonpublicschools.org/ohc) (under "Employee Benefits and Policies") for more information on salary and compensation.  Salaries are listed by Unions and Grade/Step.

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| --- | --- |
| Primary Location | Hurley K-8 School  |
| Salary Range | 1.0 FTE  |
| Shift Type | Traditional |

**Teacher - Bilingual Spanish Instructional Technology, 5-12 Part-time .8 FTE (SY18-19)**

**Margarita Muniz Academy**

**Reports to:  Headmaster**

**Job Description:  Instructional Technology - Computer Science (.8FTE)**

The Margarita Muñiz Academy is seeking an exceptional Computer Science and/or Coding teacher who is bilingual in Spanish, highly qualified, and knowledgeable to join our community of teachers, learners and leaders. This teacher will join a well-developed arts program and be responsible for teaching four sections of Computer Science to students at a variety of grade levels. The candidate should have a valid teaching license, experience teaching, and a passion for using Computer Science to make connections and improve communities. Strong preference for a Spanish speaker and someone with urban teaching experience.

Muñiz Academy seeks an exceptional part-time .8 Bilingual Spanish Computer Science Teacher who is highly qualified and knowledgeable to join our community of teachers, learners and leaders. This is an exciting opportunity for teachers who desire to serve where their efforts matter.  At Muñiz Academy, the teachers and leaders are committed to the vision of high expectations for achievement, equal access to high levels of instruction, the achievement of academic proficiency for all students, and the closing of the achievement gap among subgroups within the schools.  Muñiz Academy is a great place for those who seek to work in an environment that supports their creativity and innovation, and respects their skills and abilities as a teacher.

REPORTS TO:  Principal/Headmaster

RESPONSIBILITIES:

1. Teach:  Computer Science

CORE COMPETENCIES: Using the Rubric of Effective Teaching, the Office of Human Capital has identified priority skills and abilities that all BPS teachers should possess:

1. Accountability for Student Achievement

*(II-A-1. Quality of Effort and Work, II-D-2. High Expectations, I-B-2. Adjustments to Practice)*

* Sets ambitious learning goals for all students, creates cognitively demanding tasks, and models the belief that that all students can master challenging material through effective effort
* Assesses students’ understanding regularly with ambitious learning goals in mind and takes ownership of making necessary adjustments to instruction to reach goals despite setbacks
* Passionate and optimistic about their students, their content, and the teaching profession
1. Communicating Content Knowledge

*(I-A-1. Subject Matter Knowledge, I-A-4. Well-Structured Lessons)*

* Demonstrates mastery of and enthusiasm for content area and the pedagogy it requires
* Demonstrates understanding for how the subject matter applies in real-world settings and connects to other content areas and relevant standards
* Can convey content in creative and engaging ways that align to standards
1. Equitable & Effective Instruction

*(II-A-3. Meeting Diverse Needs, II-A-2. Student Engagement, II-B-1. Safe Learning Environment)*

* Scaffolds and differentiates instruction in order for all students to do complex thinking and rigorous academic work
* Uses instructional practices that are likely to challenge, motivate, and engage all students and facilitate equitable, active student participation
* Builds a productive learning environment where every student participates and is valued as part of the class community
1. Cultural Proficiency

*(II-C-1. Respects Differences, II-C-2. Maintains Respectful Environment)*

* Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected
1. Parent/Family Engagement

*(III-A-1. Parent/Family Engagement)*

* Engages with families and builds collaborative, respectful relationships with them in service of student learning
1. Professional Reflection & Collaboration

*(IV-A-1. Reflective Practice, IV-C-1. Professional Collaboration)*

* Regularly reflects on practice, seeks and responds to feedback, and demonstrates self-awareness and commitment to continuous learning and development
* Seeks to participate in and contribute to a collaborative adult learning community.

QUALIFICATIONS - REQUIRED:

1. Hold a valid Massachusetts Teaching License for Visual Art (5-12).
2. Meet all state and federal guidelines in order to be fully licensed and "Highly Qualified" according to NCLB.
3. Ability to meet the Standards of Effective Teaching established by the Boston Public Schools as outlined above.
4. Education:  Hold a Bachelor’s degree.
5. Current authorization to work in the United States - Candidates must have such authorization by their first day of employment.

QUALIFICATIONS - PREFERRED:

1. Experience teaching in urban schools.
2. BPS values linguistic diversity and believes that candidates who speak another language bring added value to the classroom, school, and district culture and diversity. Muñiz Academy is particularly interested in candidates who are fluent in Spanish.
3. In order to best serve all students, BPS prefers all core content teachers to be certified in their subject area and one or both of the following: Moderate Disabilities
4. English as a Second Language (at the appropriate grade level(s).

**About the Muniz:**

As the district’s first dual language high school, Margarita Muñiz Academy will offer Boston’s bilingual and ELL students a holistic college preparatory education modeled on the successes of the Rafael Hernández School and other high performing district, pilot, and charter schools. Muñiz Academy will have a maximum enrollment of 320 students, offering graduates of Boston’s public bilingual middle schools a continued dual language pathway.

Classes in the school’s college preparatory Expeditionary Learning (EL) program will be standards based and taught in both Spanish and English, creating a pathway aligned with the feeder schools. Margarita Muñiz Academy embeds arts deeply into the curriculum through programs such as the *El Sistema* Orchestra Program. The curriculum’s emphasis of culturally relevant learning expeditions will help students develop as inquisitive and responsible learners. The school’s curriculum and culture will be shaped by the expectation that every student will graduate with the 21st century skills necessary to succeed in higher education and beyond. As such, the school will invest heavily in innovative technology to enhance student learning, allowing for increased differentiation, multi-modal learning opportunities, enhanced assessment practices, and self-guided explorations. All students will graduate having demonstrated proficiency in courses, state standardized exams, and the AP Spanish or Boston University Interpreter Exam.

As an Innovation School, Margarita Muñiz Academy will have the autonomy and flexibility to rethink the typical school day in order to offer an extended school day and year for students, additional planning time for teachers, and increased professional development opportunities. The school’s annual calendar will include a two-week required summer induction program for all incoming students geared towards skill development and cultural immersion. The regular school day will run from 8:30am-3:30pm with the after-school program starting at 3:35pm. The school will rethink the use of time and space, allowing for multiple hour classes, afternoon fieldwork, and self-guided learning investigations. During the afternoon Studio Session students will embark on a wide range of untraditional learning opportunities on and off-campus, including internships, college courses, and the El Sistema Orchestral program.

The school year for students will be similar to the Boston Public Schools, but the actual school calendar may differ in terms of professional days for teachers and other aspects. All students will be members of a Crew (advisory group) and most faculty will serve as Crew Leaders (advisors). (Crew is a small group of students who come together periodically to provide academic, social and emotional support to all students.) Students are assessed through a variety of measures: Traditional tests, performances, exhibitions, and portfolios. More comprehensive material about the approach to teaching and learning is available upon request, as well as on the website.

**Terms:  BTU, Group I**

Please refer to [www.bostonpublicschools.org/ohc](http://www.bostonpublicschools.org/ohc) (under "Employee Benefits and Policies") for more information on salary and compensation.  Salaries are listed by Unions and Grade/Step.

Next year, many BPS schools will have a longer school day through the "Schedule A" Extended Learning Time (ELT) agreement. To learn more about ELT at BPS and whether or not this school is a "Schedule A" ELT school, check here: bostonpublicschools.org/elt.

The Boston Public Schools, in accordance with its nondiscrimination policies, does not discriminate in its programs, facilities, or employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat or harassment that demeans individuals’ dignity or interferes with their ability to learn or work.

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| Primary Location | Muniz Academy  |
| Salary Range | 0.8 FTE  |
| Shift Type | Innovation |

**Turnaround: Teacher - Physics, Bilingual SEI Spanish 9-12 (SEI Endorsement Required) (SY18-19)**

\*\*\*This school has been designated as a Level 4 School by the State of Massachusetts. This designation allows districts to utilize the new tools granted in the landmark education reform law that was passed in 2010 to provide additional services for these schools. Some of these tools will allow for extended time and extra compensation where needed.

Boston Public Schools seeks an exceptional PHYSICS and SEI Teacher who is highly qualified and knowledgeable to join our community of teachers, learners and leaders. This is an exciting opportunity for teachers who desire to serve where their efforts matter.  In BPS, the teachers and leaders are committed to the vision of high expectations for achievement, equal access to high levels of instruction, the achievement of academic proficiency for all students, and the closing of the achievement gap among subgroups within the schools.  BPS is a great place for those who seek to work in an environment that supports their creativity and innovation, and respects their skills and abilities as a teacher.  BPS is a great place for those who seek to work in an environment that supports their creativity and innovation, and respects their skills and abilities as a teacher.

Reports to:  Principal/Headmaster

Responsibilities:

Teach:  Physics in a high school SEI setting

CORE COMPETENCIES: Using the Rubric of Effective Teaching, the Office of Human Capital has identified priority skills and abilities that all BPS teachers should possess:

1. Accountability for Student Achievement

*(II-A-1. Quality of Effort and Work, II-D-2. High Expectations, I-B-2. Adjustments to Practice)*

* Sets ambitious learning goals for all students, creates cognitively demanding tasks, and models the belief that that all students can master challenging material through effective effort
* Assesses students’ understanding regularly with ambitious learning goals in mind and takes ownership of making necessary adjustments to instruction to reach goals despite setbacks
* Passionate and optimistic about their students, their content, and the teaching profession

1. Communicating Content Knowledge

*(I-A-1. Subject Matter Knowledge, I-A-4. Well-Structured Lessons)*

* Demonstrates mastery of and enthusiasm for content area and the pedagogy it requires
* Demonstrates understanding for how the subject matter applies in real-world settings and connects to other content areas and relevant standards
* Can convey content in creative and engaging ways that align to standards

1. Equitable & Effective Instruction

*(II-A-3. Meeting Diverse Needs, II-A-2. Student Engagement, II-B-1. Safe Learning Environment)*

* Scaffolds and differentiates instruction in order for all students to do complex thinking and rigorous academic work
* Uses instructional practices that are likely to challenge, motivate, and engage all students and facilitate equitable, active student participation
* Builds a productive learning environment where every student participates and is valued as part of the class community

1. Cultural Proficiency

*(II-C-1. Respects Differences, II-C-2. Maintains Respectful Environment)*

* Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected

1. Parent/Family Engagement

*(III-A-1. Parent/Family Engagement)*

* Engages with families and builds collaborative, respectful relationships with them in service of student learning

1. Professional Reflection & Collaboration

*(IV-A-1. Reflective Practice, IV-C-1. Professional Collaboration)*

* Regularly reflects on practice, seeks and responds to feedback, and demonstrates self-awareness and commitment to continuous learning and development
* Seeks to participate in and contribute to a collaborative adult learning community.

Qualifications--Required:

1. Hold a valid Massachusetts Teaching License in Physics at the appropriate grade level.
2. Meet all state and federal guidelines in order to be fully licensed and Highly Qualified according to NCLB.
3. Ability to meet the Standards of Effective Teaching established by the Boston Public Schools as outlined above.
4. Education:  Hold a Bachelors degree.
5. Current authorization to work in the United States - Candidates must have such authorization by their first day of employment.

Qualifications--Preferred:

1. Experience teaching in urban schools.
2. BPS values linguistic diversity and believes that candidates who speak another language bring added value to the classroom, school, and district culture and diversity. BPS is particularly interested in candidates who are fluent in one of BPS' official languages:Spanish, Creole (Cape Verdean), Creole (Haitian), Chinese, Vietnamese, Portuguese, & Somali.
3. In order to best serve all students, BPS prefers all core content teachers to be certified in their subject area and one or both of the following: Moderate Disabilities, English as a Second Language (at the appropriate grade level(s)).

Terms:  BTU, Group I

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| Primary Location | Brighton High  |
| Salary Range | 1.0 FTE  |
| Shift Type | Turnaround |

**Teacher - Bilingual Spanish Elementary Grade 3 [Dual Language Spanish/English] (ESL Licensure Required) (SY18-19)**

This position is located a Spanish/English dual language school, so candidates must be bilingual and biliterate in Spanish and possess an ESL license.

Boston Public Schools seeks an exceptional ELEMENTARY Grade 3 Dual Language Spanish/English and ESL Teacher who is highly qualified and knowledgeable to join our community of teachers, learners and leaders. This is an exciting opportunity for teachers who desire to serve where their efforts matter.  In BPS, the teachers and leaders are committed to the vision of high expectations for achievement, equal access to high levels of instruction, the achievement of academic proficiency for all students, and the closing of the achievement gap among subgroups within the schools.  BPS is a great place for those who seek to work in an environment that supports their creativity and innovation, and respects their skills and abilities as a teacher.

REPORTS TO:  Principal

RESPONSIBILITIES: Elementary Teacher with ESL instruction

* Creatively provide an interdisciplinary course of study that integrates reading, writing, analytical skills development in alignment with state curricular frameworks for core content areas.
* Implement district learning goals and objectives using district core content and ESL curricula
* Create developmentally appropriate, child centered environment that establishes positive student behavioral expectations conducive to all learners needs through structured routines, and positive behavioral interventions.
* Establish classroom structure that values positive relationships through intentional implementation of appropriate curriculum
* Administer district mid-year and end-of-year assessments in accordance with district guidelines.

CORE COMPETENCIES: Using the Rubric of Effective Teaching, the Office of Human Capital has identified priority skills and abilities that all BPS teachers should possess:

1. Accountability for Student Achievement

*(II-A-1. Quality of Effort and Work, II-D-2. High Expectations, I-B-2. Adjustments to Practice)*

* Sets ambitious learning goals for all students, creates cognitively demanding tasks, and models the belief that that all students can master challenging material through effective effort
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* Passionate and optimistic about their students, their content, and the teaching profession

1. Communicating Content Knowledge

*(I-A-1. Subject Matter Knowledge, I-A-4. Well-Structured Lessons)*

* Demonstrates mastery of and enthusiasm for content area and the pedagogy it requires
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1. Equitable & Effective Instruction

*(II-A-3. Meeting Diverse Needs, II-A-2. Student Engagement, II-B-1. Safe Learning Environment)*

* Scaffolds and differentiates instruction in order for all students to do complex thinking and rigorous academic work
* Uses instructional practices that are likely to challenge, motivate, and engage all students and facilitate equitable, active student participation
* Builds a productive learning environment where every student participates and is valued as part of the class community

1. Cultural Proficiency

*(II-C-1. Respects Differences, II-C-2. Maintains Respectful Environment)*

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1. Parent/Family Engagement

*(III-A-1. Parent/Family Engagement)*

* Engages with families and builds collaborative, respectful relationships with them in service of student learning

1. Professional Reflection & Collaboration

*(IV-A-1. Reflective Practice, IV-C-1. Professional Collaboration)*

* Regularly reflects on practice, seeks and responds to feedback, and demonstrates self-awareness and commitment to continuous learning and development
* Seeks to participate in and contribute to a collaborative adult learning community.

QUALIFICATIONS--REQUIRED:

1. Education:  Hold a Bachelors degree.
2. Hold Massachusetts Teaching License in Elementary 1-6 with dual certification in ESL.
3. Meet all state and federal guidelines in order to be fully licensed and Highly Qualified.
4. Ability to meet the Standards of Effective Teaching established by the Boston Public Schools as outlined above.
5. Current authorization to work in the United States - Candidates must have such authorization by their first day of employment.

QUALIFICATIONS--PREFERRED:

1. Experience teaching in urban schools.
2. Degree in Education
3. BPS values linguistic diversity and believe that candidates who speak another language bring added value to the classroom, school, and district culture and diversity. BPS is particularly interested in candidates who are fluent in one of BPS' official languages: Spanish, Creole (Cape Verdean), Creole (Haitian), Chinese, Vietnamese, Portuguese, & Somali.
4. In order to best serve all students, BPS prefers all core content teachers to be certified in their subject area and one or both of the following: Moderate Disabilities, English as a Second Language (at the appropriate grade level(s)).

Terms:  BTU, Group I

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| Primary Location | Umana Academy  |
| Salary Range | 1.0 FTE  |
| Shift Type | Traditional |