HISTORIC PRESERVATION TEACHER POSITION

STEVEN T. MATHER BUILDING ARTS & CRAFTSMANSHIP HS
439 West 49th Street, New York, NY 10019

Send Cover Letter and Resume to info@MatherHSNYC.org

POSITION

Seeking a high school teacher or career professional looking to become a high school teacher to provide a career and technical education instructional program in historic preservation. Preferred applicants should have education and broad experience in a preservation-related field (the building trades, planning, and/or design) for developing and delivering an effective high school curriculum. The selected candidate will use theoretical instruction and applied learning methods to teach introductory and advanced classes in the practice and methodology of historic preservation; effectively positioning students for higher education, professional apprenticeships and careers in the preservation trades.

SCHOOL DESCRIPTION

Stephen T. Mather Building Arts & Craftsmanship High School (www.MatherHSNYC.org), through hands-on learning opportunities and skills-training, prepares students for both college and career paths in the building and landscape management trades, with emphases on high-quality craftsmanship, historic preservation practice, and the specialized building arts.

Striving to redefine Career and Technical Education (CTE) for the 21st Century, Mather HS has a unique partnership with the National Park Service (NPS), enabling staff to engage in and offer real, hands-on education in the preservation trades—specifically carpentry, masonry, plastering, decorative finishes and landscape management—while also providing our students with a solid college- and career-ready foundation aligned with state and national standards. In our model, students are not being asked to choose one path over the other, but are instead learning and preparing for both through problem-based learning and core classes that are directly connected to the CTE courses and the practices of historic preservation. Our approach is designed to open more doors and make students more competitive in the labor force.

ELIGIBILITY REQUIREMENTS

Candidate must have a New York State teaching certification in the content area with satisfactory ratings and attendance,

or

For transitional CTE certification, Candidate must have:
• Work experience in the specialization area for a minimum of 2 years, and must provide proof of work with W-2 Forms and letters from employers.

AND

• Have an Associate Degree, Bachelor’s Degree or equivalent, with 30 semester hours or more of content core in the subject matter

AND

• Possibly take and pass a Competency Skills Test to determine competency in the specialization area as administered by the State Education Department. Tests are not available for all CTE subjects

OR

• Work experience in the specialization area for a minimum of 4 years, and must provide proof of work with W-2 Forms and letters from employers.

AND

• Have a High School Diploma or a General Education Diploma (GED).

AND

• Take the Communication and Qualitative Skills Test (CQST) and receive a satisfactory grade. (The test is offered every 2 months and registration to take the test is required at least 1 month before the test date. The test is administered by the State Education Department and the on-line address for registration is http://www.nystce.neinc.com)

AND

• Possibly take and pass a Competency Skills Test to determine competency in the specialization area as administered by the State Education Department. Tests are not available for all CTE subjects.

(This transitional certification is valid for 3 years, after which additional coursework and student teaching is required for Initial Certification: see http://schools.nyc.gov/NR/rdonlyres/F52AB2BF-66DF-4787-A90B-5C67DDDA0192B/0/ctecert.pdf for more details.)

DUTIES AND RESPONSIBILITIES
Because roles in new small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their résumé and cover letter experience and/or willingness to commit to the school’s mission and core beliefs, and who demonstrate an ability to:

- Help to shape and assess the instructional requirements of students and provide orientation and instruction in preservation related competencies;
- Instruct students in preservation practice and methodology;
- Stay abreast of relevant preservation practices and methodology while understanding and conveying the significance of the historic and contemporary trades in the preservation context;
- Introduce students to the range of post-secondary educational and employment options related to historic preservation;
- Participate in the development of internships and apprenticeships for students enrolled in the program;
ensure that students have a variety of relevant school and work-based experiences; oversee students in a variety of job/school sites.

In addition, be willing to:
- Work within a non-traditional school schedule and organizational structure that meets the needs of all students including English Language learners and students requiring special education services, including teaching classes in 90 minute blocks, as scheduled;
- Collaborate in an inter-disciplinary planning and teaching team with an emphasis on course design
- Work in a new start-up organization with a focus on individualized student learning, Problem-Based Learning and the utilization of a backwards planning design model;
- Use standard-based grading to diagnose, assess, and track student mastery;
- Develop professional goals and objectives in collaboration with the administration that will monitor progress and assess effectiveness in enhancing student achievement;
- Serve as a high school advisor. Advisors will serve as advocates for group of students, as primary contact for students’ families about attendance, achievement, concerns and general school communication. Advisors will also aid in the development of career and college prep and course plans, community, and team building activities;
- Take on duties that support classroom teaching (i.e. frequently meeting with departments and grade levels, writing and implementing school policy, being an active part of the school decision making process, active and consistent communication 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
- Ability to incorporate hands on and cooperative learning activities and develop and use project based learning units, utilizing backwards planning model
- Evidence of strong content knowledge and ability to help students overcome conceptual difficulties
- Ability to plan, implement and evaluate individual, small group, and whole-class instruction
- Experience with or willingness to serve as an advisor to a group of 10 – 15 students
- 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, résumé, and interview, candidates must also provide three professional references and proof of employment in the field.

**WORK SCHEDULE & SALARY**
As per the United Federation of Teachers Collective Bargaining Agreement in NYC. (Salary commensurate with professional experience, teaching experience, and any post-secondary degrees, per the UFT scales; contact info@MatherHSNYC.org for more information.)