

QHSLs is looking for dedicated teachers for the 2020-2021 school year!

Visit <http://qhsls.org> to learn more. Email a cover letter and resume to hiring@qhsls.org.

The [Queens High School for Language Studies \(25Q241\)](#) is a unique small high school in Flushing, Queens that aims to graduate students prepared for college and careers, proficient in both Mandarin Chinese and English. Going into our eighth year, we are a community of 430 students and families, 30 teachers, and ten support staff members.

What Makes QHSLs Unique

- Approximately one-third of our students are recently immigrated, native-Chinese speaking English Language Learners, and half our students are English-proficient, from a variety of ethnic and linguistic backgrounds.
- In addition to a comprehensive high school curriculum, we offer a four-year Chinese language program and intensive ENL classes. We strive for all our students to achieve an Advanced Regents diploma.

Our Progress

- Our first two graduation rates were 95% (2017) and 97% (2018), with more than half our students achieving an Advanced Regents diploma (citywide: 13%) and 80% not needing CUNY remedial help (citywide: 44%). See our school performance dashboard [here](#).
- 90% of our graduates matriculate to college programs within six months; post-secondary awareness programming is embedded in all four years of our students' experience
- Results from our [School Survey from 2018-19](#): 100% of teachers say they trust the principal and each other (citywide: 79% and 81%). 100% of teachers say the principal communicates a clear vision for the school.
- We've developed a number of common practices and traditions: examples include student-led parent-teacher conferences, an annual food drive competition, students vs. teachers sports games, a Thanksgiving potluck, a Lunar New Year celebration, lip-sync battle, and more.

Professional Development for Teachers in 2019-2020

- *We prioritize planning*: three days of summer planning the last week of August provide staff an opportunity to be deeply involved in developing our school culture, school-wide goals, and instructional program. We plan to offer the same the last week of August this year. New faculty to the school attend an additional day.
- *We prioritize learning from one another*. Common Planning Time within department teams is built into the master program. Throughout the year, we have inter-visitation rounds where teachers observe and debrief classroom visits with one another; additionally, the faculty has voted to meet as a staff 14 afternoons throughout the year to review student data and discuss instruction.

We anticipate vacancies in the following NYS certification areas:

- Social Studies (7-12)
- Special Education (K-12), Students with Disabilities (7-12)
- *We always welcome applicants for licenses not listed here. Dual-licensed teachers receive preference.*

Please note:

For all positions, Mandarin Chinese is a benefit but by no means a requirement. Bilingual proficiency in any language is valued as we serve a diverse community. Please indicate all language skills in your resume.

Who we're looking for:

You have:

- A passion to work with adolescent youth, supporting both their socio-emotional and academic growth
- High expectations for student achievement and your own professional growth
- A reflective mindset, continually asking yourself how to improve your practice, curriculum, and classroom culture
- A collaborative mindset and an understanding that students achieve more when there is coordination and coherence across the school
- A desire to create and teach great units and lessons that engage all students, diagnosing and modifying curriculum and instruction for students' various learning needs
- Strong interpersonal, oral, and written communication skills; strong organizational skills and experience with Google Drive, Calendar, and Apps for Education

You are:

- A reflective life-long learner and a team-player, ready to take on the challenges of growing our school
- A determined problem solver and organized multi-tasker: proactive, intellectually curious, and optimistic
- A self-starter who is passionate about building a great school community from the ground up

Qualifications for Teachers:

- *Curriculum Design*: Understanding how to backwards plan for units and summative assessments; how to align checks for understanding with learning objectives within a lesson; and how to use formative assessment data to drive instruction and curriculum revision
- *Content Knowledge*: A passion for teaching one's content area, a critical understanding of Common Core Learning Standards, an understanding of how to build literacy in your content area, and an ability to anticipate cognitive gaps students may have in their learning
- *Instruction for Language Learners*: Understanding of how to scaffold and differentiate lessons for English Language Learners and students with special needs; how to plan and model for students to maximize clarity in instruction
- *Technology*: Experience using technology to aid instruction, to increase transparency, and to facilitate collaboration and communication among students, parents, and colleagues
- *Professionalism*: the organization, time management, and communication skills necessary to interact with colleagues, parents, and students within a diverse community

Note for Teachers Already within the NYC Department of Education

Please be sure to express interest via the Open Market Transfer system in addition to emailing [hiring@qhsls.org](mailto: hiring@qhsls.org).

Note for Teachers New to the NYC Department of Education

Please be sure to enter your information and resume into the New Teacher Finder system:

<https://nyc.teacherssupportnetwork.com/>

Location and Transportation

Flushing Educational Campus, 35-01 Union Street, Flushing, NY 11354

7 train to Main Street-Flushing, Q14, Q16, Q17, Q44 to 35th Avenue, Q25/34, Q65, Q67 to Main Street