

QHSLs is looking for dedicated teachers for the 2021-2022 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 ready for success in college and careers, proficient in both Mandarin Chinese and English. Going into our ninth year, we are a community of 440 students and families, 30 teachers, and ten support staff members.

What Makes QHSLs Unique

- Located in the heart of one of NYC's Chinatowns, we offer bilingual programming that supports recently immigrated, native-Chinese speaking English Language Learners. Our English-proficient students, from a variety of ethnic and linguistic backgrounds, take Mandarin Chinese as a new language. Every student is a language learner at QHSLs.
- Our vision is to graduate students who are independent learners prepared for life after high school. Developing trusting relationships that support the whole student is our mission as a small school community.

Our Progress

- Our graduation rate over time is 95%, with approximately half our students achieving an Advanced Regents diploma and 80% demonstrating college readiness. Over 90% of our graduates matriculate to college programs within 18 months; post-secondary awareness programming is embedded in all four years of our students' experience.
- Results from the School Survey: over 90% of teachers say they trust the principal and each other and that 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 Learning for Teachers for the 2021-2022 School Year

- *We prioritize planning:* three days of summer planning the last week of August offer staff an opportunity to be deeply involved in developing our school culture, school-wide goals, and instructional program. In 2021-22, we will be focused on rebounding from a mostly remote school year in response to COVID-19. Priorities will be restoring a trauma responsive school environment that supports students socio-emotionally, engaging students in a curriculum that is culturally responsive and skills focused, and continuing with equitable grading and assessment practices.
- *We prioritize learning from one another:* professional learning is completely job-embedded. Throughout the year, we have inter-visitation rounds where teachers observe and debrief classroom visits with one another; departments meet for Common Planning Time to review student work, co-plan lessons and common assessments, and discuss differentiation strategies.

We anticipate a need for 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 may 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 growth mindset and high expectations for student achievement and your own professional learning
- A belief that socio-emotional learning is intrinsically connected to academic learning
- A problem-solving 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
- Strong interpersonal, oral, and written communication skills; strong organizational skills and experience with Google Drive, Calendar, and Apps for Education

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
- *Experience Adapting Instruction for Language Acquisition and Literacy:* Recognition that all teachers are literacy teachers; understanding of how to scaffold and differentiate lessons for English Language Learners; 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 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/>

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 hring@qhs1s.org.

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