

QHSLs is looking for dedicated teachers for the 2018-2019 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, proficient in both Mandarin Chinese and English. Now in our fifth year, we have over 400 students, 28 teachers, and ten support staff members.

Last June, we graduated our first class! Our graduation rate was 95% (citywide: 74%) with 74% achieving the College Readiness Index (citywide: 47%).

What Makes QHSLs Unique

- Approximately half 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, a transitional bilingual education program in grades 9 and 10, and intensive English as a New Language classes. We strive for all our students to achieve an Advanced Regents diploma.

Our Progress

- Our students have the highest [attendance](#) on campus: an average of almost 95% this year.
- SY 2016-17 average Regents scores include: 76 for Common Core Algebra, 74 for Living Environment, 77 for Global History, 84 for US History, and 80 for the Common Core ELA.
- Framework Scores for 2016-17: “Exceeding” for Trust, Effective School Leadership, Supportive Environment, and Collaborative Teachers, “Meeting” for Strong Family-Community ties, and “Approaching” for Rigorous Instruction. Our results for Student Achievement are “Exceeding.”
- Important annual events and traditions include: post-secondary planning workshops, college trips, student-led parent-teacher conferences, an annual food drive competition, students vs. teachers sports games, Thanksgiving potluck, and a Lunar New Year celebration.

Professional Development for Teachers in 2016-2017

- *We prioritize planning*: four days of summer planning in late August offer staff an opportunity to be deeply involved in developing our school culture, school-wide goals, and instructional program.
- *We prioritize learning from one another*: throughout the year, we have inter-visitation rounds where teachers observe and debrief classroom visits with one another; departments meet every other day for Common Planning Time to review student work, co-plan lessons and common assessments, and discuss differentiation strategies.
- *We prioritize learning from others*: as a fourth year Learning Partners school, we host a partnership with two other schools, observing and discussing promising practices.

We anticipate a need for the following NYS certification areas:

- Math (7-12)
- Social Studies (7-12)
- Visual Arts (K-12; part time position)
- Dual licensed teachers, especially in SPED and TESOL, are preferred
- We welcome resumes in all license areas

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*: 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