



Dean of Learning Support

Brooklyn Friends School (BFS) seeks a passionate, experienced, credentialed educator to serve as the Upper School Dean of Learning Support for the 2019-2020 academic year. The Upper School Learning Center (LC) will help to ensure that all BFS students graduate as self-reliant, resourceful learners well-equipped to succeed in a vigorous college academic environment. To achieve this, the LC provides study skill development in the areas of organization, time management, mathematics, and analytical thinking and writing for all students as well as assists students with diagnosed learning differences.

Guided by our [mission](#) and [Upper School Guiding Principles](#), BFS provides an inclusive learning environment in which a vigorous grades 9-10 academic program and grades 11-12 International Baccalaureate Diploma Programme cultivate compassion, intellectual curiosity and inquiry, and confident changemakers.

Overview of Learning Center

The Upper School Dean of Learning Support (DLS) will help to establish and lead the Upper School Learning Center (LC), a place of innovation and collaboration around imaginative, differentiated teaching and learning. The Learning Center at BFS will be open to all students in the Upper School, including those who excel and those who strive toward excellence but may have challenges that make learning difficult.

The DLS will support the Upper School's Guiding Principles and BFS' curriculum and mission for inclusion and equal access to our academic program in a variety of ways. Examples include but are not limited to: individual student partnerships, work in small student or faculty groups; the development of faculty skills to assist students with assignments using differentiated methods; training of peer mentors to work with students in the LCSS under the guidance of the DLS, Learning Specialist, and/or the Self-Care Mentor; host student and family workshops; direct study skills instruction, organization, time management, note-taking, and test-taking strategies to further promote and enhance reading, writing, math, and critical inquiry skills.

The DLS will provide the tools and resources for learning. In collaboration with the Head of Upper School Learning Specialist, and Director of All-School Guidance will work with students to build and strengthen skills to help them understand their own learning styles through learning strategies and techniques that promote confidence and academic success. Classroom curricula and assignments may sometimes be incorporated into work with a student, but they will not always be the focus. The development of skills and independent learning are the focus of work in the Learning Center.

Finally, the Learning Center will also be a place where students may choose to study or practice mindfulness CBT methods, and other self-care practices.

Position Description



The DLS is a teacher-leader who collaborates closely with the Head of Upper School, Assistant Head of Upper School, Deans Team, Upper School Psychologist, Director of All-School Guidance, and the Learning

Specialist. The DLS oversees the work of and collaborates closely with the Learning Specialist and upper school faculty to actively promote, demonstrate, and help to facilitate the following ideals in the upper school:

- Equity and inclusivity
- Constructivism, project-based, experiential learning, and design thinking
- Differentiated teaching and learning
- Collaboration
- Intellectual inquiry
- Self-identification of learning needs
- Resourcefulness
- Independence

Additionally, the DLS is a learning resource to all members of the upper school community: students, faculty, staff, and families. The overarching goal of the DLS is to help provide students with experiences that optimize their learning, in all situations, and result in student success that exemplify self-awareness of their learning profiles; motivation to critically inquire; effective and goal-directed learning behavior; perseverance and flexibility; and self-advocacy to seek appropriate guidance.

The DLS reports to the Head of Upper School and may teach one course in learning strategies, which is open to all students.

Instructional Coaching Qualities

- Strong knowledge of coaching, collaboration, assessment, differentiation practices and methods as implemented in the general education classroom to allow for greater innovation and creativity in the classroom, drive instruction that uses evidence-based practices and educational experimentation.
- Willingness, interest in, and ability to design and implement a coaching and differentiated instructional model.
- Develop a strong understanding of upper school curricula and the underlying skills necessary for a student's successful growth and a teacher's successful differentiated implementation of curricula, particularly in the IB.
- Ability to create systems where student learning experiences are quantitatively and qualitatively followed and used to make appropriate instructional decisions.
- Facilitate lifelong learners amongst faculty and staff through a variety of methods including, but not limited to, and in collaboration with the Head of Upper School and the Assistant Head of Upper School, the following:
 - organization of Professional Design Collectives (PDCs) related to learning differences.
 - implementation of action research on learning styles and strategies;



- revision of learning profiles to reflect clarity, student strengths, and clear accommodation instructional methodologies
 - support of data collection and analysis on learning profiles;
 - publishing instructional approaches and their results as related to learning differences;
 - organizing, implementing, and running embedded professional development in approaches to varied learning styles at faculty meetings and during the school day.
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- Introduce and implement practices to cultivate more reflective practices to allow teachers to meet student needs in the most inclusive setting.
 - Create and maintain appropriate records on coaching initiatives related to learner profiles and responsibilities provided to faculty members.
 - Work in partnership with the Head of Upper School, families and external student supports (e.g., executive functioning specialists, et al).

Learning Specialist Qualities

- Strong knowledge of strength-and solution-based framework in the following: collaboratively identifying a problem, highlighting student's strengths, and developing an intervention plan.
- Teaching of students with learning differences. Teaching structure will be a combination of co-taught, small group, in class, or individualized.
- Identifies those students who are in need of strategies, interventions, or challenge and enrichment through observation, analysis of testing, and review of files.
- Ability to cull from psychosocial/psychoeducational evaluations and IEPs the modifications necessary in teaching, exams, etc, and ensures those modifications are implemented in a respectful way that also abides by FERPA.
- Case management of students with learning differences, which includes facilitating grade-level, interdisciplinary, and family team meetings; writing and implementing Learning Profiles and Individualized Learning Plans (ILP), and student advocacy.
- Administration of formal and informal assessments and provides written summaries evaluating math, literacy, and executive functioning skills of students of concern.
- Coordinating and administration of SAT/ACT in collaboration with the Learning Specialist.
- Manage the implementation of formal accommodations, modifications, and accelerations/extensions, and provide support to teachers learning to differentiate or already differentiating their instruction.
- Facilitate grade-level meetings around student success.
- Facilitate data-driven instruction through a variety of approaches and professional development.
- Strong knowledge of current evidence-based practices, strategy instruction, and other interventions in literacy/math/science/executive functioning/social-emotional learning.
- Strong knowledge of and ability to implement the RTI framework (or a similar approach) in the upper school.
- Ability to work collaboratively with the Head of Upper School to establish as well as oversee Writing and Math Cafés staffed by skilled faculty.



Specific Qualifications and Skills

Teachers who are hired to work in the Upper School must have a strong combination of the following core qualities:

- (1) High moral commitment relative to the learning of all students regardless of background.
- (2) Strong instructional practice.
- (3) Desire to work collaboratively and build shared leadership teams in collaboration with the Head of Upper School and Assistant Head of Upper School;
- (4) Commitment to continuous learning.
- (5) Respectful sense of humor.
- (6) Joyful disposition and a desire to create joy in the lives of young people.
- (7) Passion about student-centered, inquiry-based teaching and learning.
- (8) Commitment to the life of the child inside the life of schools

The successful candidate should have or be able to demonstrate:

- Five to seven years working with students with differentiated learning needs
- MA in learning disabilities or equivalent, with clinical and data analytics experience.
- Knowledge of constructivist curricular approaches, reading/literacy and/or gifted and talented education.
- Expertise with interpreting data to drive instruction and communicate that information to classroom teachers.
- Strong interpersonal, verbal, and written communication skills.
- Ability to be flexible.
- Excellent relationship with colleagues and strong ability to be resourceful, work collaboratively and proactively with initiative and innovation.
- Excellent organizational and classroom management skills.
- Strong problem solver.
- A commitment to her/his/their own professional learning.

To apply, please send a cover letter describing your experience and interests, a curriculum vitae, and a list of three references to Lisa Arrastia at usaa@brooklynfriends.org. Only electronic applications will be accepted. Applications accepted until position is filled.

Decision-Making Mode

This position will be processed using Mode 2 in the ["Five Decision-Making Modes"](#) adopted by Craig Sellars of Friends Central Schools in 2013.