**School Name: Global Innovators Academy (MS 428)**

**District:** 15

**School Site:** 4222 4th Ave, Brooklyn, NY 11232

**Send Cover Letter, Resume and Portfolio to:** info@ms428.org

**POSITIONS**

Subject to sufficient budget, positions in the school may include, but are not limited to, the following titles:

| **5-9 Titles** | **7-12 Titles** | **K-12 Titles** |
| --- | --- | --- |
| * English
* Mathematics
* Social Studies
* Sciences
	+ Biology
	+ Chemistry
	+ Earth Science
	+ Physics
* Students with Disabilities
	+ Generalist
	+ English
	+ Mathematics
	+ Social studies
	+ Biology
	+ Chemistry
	+ Earth Science
	+ Physics
* Foreign Languages\*
* Literacy (Grades 5-12)
 | * English
* Mathematics
* Social Studies
* Sciences:
	+ Biology
	+ Chemistry
	+ Earth Science
	+ Physics
* Students with Disabilities
	+ Generalist
	+ English
	+ Mathematics
	+ Social studies
	+ Biology
	+ Chemistry
	+ Earth Science
	+ Physics
* Foreign Languages\*
* Literacy (Grades 5-12)
 | * Arts:
	+ Dance
	+ Music
	+ Theatre
	+ Visual Arts
* Physical Education
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\*For list of Foreign Languages and Career & Technical Education certifications, see <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>

Dual certification in Students with Disabilities, English to Speakers of Other Languages, Bilingual, Foreign Language etc. and content area preferred.

**DESCRIPTION**

**Our Vision**

**To build the next generation of compassionate global citizens.**

*In a world where divisions keep us apart …* our school is dedicated to showing what is possible when learners across cultures, languages, and backgrounds come together for a common purpose.

We aim to nurture a diverse, inclusive, and culturally aware community of compassionate learners to flourish academically, emotionally, and socially. We empower our students for success in a global society by equipping them with linguistic, cultural, and critical thinking skills necessary to thrive in a multicultural world.

**Our Mission**

**We embrace the power of language, rigorous academics, and cross-cultural collaboration to prepare students for the world of tomorrow.**

Our mission is to foster a safe learning environment centered on valuing an individual’s strength, identity, culture, and heritage and establishing a harmonious diverse community. We are committed to prioritizing high academic achievement through an equitable, culturally responsive curriculum with community service project integration. We provide opportunities for collaboration with parents and local community organizations through service learning to build community impact.

**Our Core Values**

Our school culture is defined by love. Six pillars (core values) of creating a culture of love in the classroom:

* Vulnerability - Own your mistakes and learn from them
* Empathy - Listen to understand
* Empowerment - Value and support each other
* Flexibility - Willing to adapt and open to change
* Integrity- Do the right thing even when no one is looking
* Trust - Build relationships through consistency, reliability, and transparency

Exercising these six pillars across our school allows us to bring resilience, belonging, and encouragement in teaching and learning, and witness both our educators and students flourish.

A 5-day summer planning institute will offer an essential opportunity for staff to be involved in developing the school’s culture and instructional program. Additionally, the school will offer opportunities for teachers to participate in:

* After-school and/or Saturday tutoring, enrichment, sports, arts, family programs, and community partnerships
* In-house school committees and/or special programs
* Daytime professional development such as inquiry work, intervisitations, teacher common planning, and collaborative conversation

*Advance notice of dates will be supplied, and those who participate will be compensated according to the terms of the UFT contract. Staff participation in these activities is voluntary, although strongly encouraged, as they are very important to the development of the school.*

**ELIGIBILITY REQUIREMENTS**

New York State certification in the appropriate content area, bilingual Mandarin and/or Spanish preferred, with satisfactory ratings and attendance.

**DUTIES AND RESPONSIBILITIES**

Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter experience and/or willingness to commit to the school’s vision, mission, and core values and to become involved in these essential aspects:

| **Classroom Teaching & Planning*** Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities
* Working in a new start-up organization with a focus on individualized student learning and utilization of a backward planning design model (see Wiggins and McTighe)
* Developing and implementing curriculum and assessments that are aligned to Next Generation Learning/NYS Standards
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| --- |
| **Assessments & Data*** Using ongoing formative assessments to provide frequent numeric and narrative feedback to all students
* Using data gathered through formative and summative assessments to guide instructional planning
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| **Professional Development*** Practicing an open-door policy that encourages collaboration and development of best practice pedagogy
* Developing professional goals aligned to the Danielson Framework that will assess classroom effectiveness and impact student achievement
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| **School Culture & Community*** Creating a safe and supportive learning environment with routines and structures that align with the school's core values
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| **Communication*** Maintaining regular and open communication with families by providing regular written updates on student progress and creating opportunities for family participation, inclusion, and collaboration
* Taking on duties that support classroom teaching (meeting in departments and grade levels, writing and implementing school policy, being an active part of school decision-making, communicating with parents throughout the school year to support student achievement, etc.)
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**SELECTION CRITERIA**

The successful candidate will demonstrate:

* Willingness to carry out the above duties and responsibilities

| **Classroom Teaching & Planning*** Evidence of success implementing interdisciplinary curriculum, projects, and units with colleagues
* Experience differentiating instruction and assessments for all students including students with special needs and English Language Learners
* Familiarity with a variety of team-teaching models and willingness to team-teach with special education and/or ESL teachers in a collaborative team-teaching setting
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| **Assessments & Data*** Ability to articulate the criteria for exemplary student work using rubrics.
* Evidence of success collecting, monitoring, and analyzing student data through the use of formative and summative assessments to drive instruction and improve student academic achievement
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| **Professional Development*** Evidence of strong collaborative and team skills
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| **School Culture & Community*** Experience with or willingness to develop and implement an advisory curriculum and serve as an advisor to a small group of 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, restorative practices, etc.
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| **Communication*** Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community
* Evidence of success in working collaboratively with colleagues, parents/caregivers and other stakeholders
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In addition to the cover letter, resume, and interview, teacher candidates may present a teaching portfolio, which may include evidence of philosophy of education, evidence of curriculum planning such as course syllabi, lesson plans, and any teaching artifacts collected throughout the teaching career. Artifacts may include student work, images of student work and presentations, and curriculum development examples. Applicants must also provide three professional references and, if possible, a written observation from a supervisor. References might include one from a peer with whom the applicant has collaborated, and/or a faculty development or professional organization representative.

**WORK SCHEDULE & SALARY**

As per Collective Bargaining Agreement