**School Name:** Middle School of Innovation

**District:** 21

**School Site:** 2202 60th Street Brooklyn, NY 11204

**Send Cover Letter, Resume and Portfolio to:** [middleschoolofinnovation@gmail.com](mailto:middleschoolofinnovation@gmail.com)

**POSITIONS**

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

English ( 5-9) or (7-12)

Literacy (5-12) or ( K-12)

Mathematics ( 5-9) or (7-12)

Social Studies ( 5-9) or ( 7-12)

Science ( 5-9), Biology or Earth

Technology Education

Special Education

English to Speakers of Other Languages

Theater Arts

Dance

Visual Arts

Music

CTE

**DESCRIPTION**

At the Middle School of Innovation (MSI), our mission is to empower middle school students to take charge of their future through a dynamic, inclusive, and hands-on learning experience. We provide a personalized education that meets each student where they are, fostering their unique strengths and passions. Through a STEAM-based curriculum, we will differentiate instruction and equip students with the skills and knowledge necessary for success in tomorrow’s world, preparing them for high school, career pathways, and beyond. We believe that every child, regardless of background or ability, deserves the opportunity to explore, innovate, and thrive in a supportive and inspiring environment.

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, and family programs
* 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, with effective ratings and exemplary 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 mission and core beliefs and to become involved in these essential aspects:

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| * Working within a non-traditional school schedule and organizational structure that includes teaching classes in 90-minute blocks, as scheduled * Collaborating in an interdisciplinary planning and teaching team that meets the needs of all students, including English Language Learners and Students with Disabilities * Incorporating literacy strategies into daily routines and classroom instruction in all content areas * Maintaining an organized, print-rich, literature-based environment * Integrate CTE or career pathway themes into coursework. * Aggregate and analyze data through formative and summative assessments to diagnose, assess and guide instructional planning * Practicing an open-door policy that encourages collaboration and development of best practice pedagogy * Engaging in project based learning with a STEAM focus across content areas. * Creating a safe and supportive learning environment with routines and structures such as serving as an advisor to a small group of students, including maintaining ongoing communication with parents/guardians and supporting students with goal-setting around academic, social, and emotional achievement and growth * Utilizing technology to promote and assess student learning and to communicate with students, parents, families, and colleagues |

**SELECTION CRITERIA**

The successful candidate will demonstrate:

* Willingness to carry out the above duties and responsibilities

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| * Familiarity or willingness to learn project based learning * Ability to develop and implement units and tasks utilizing a backward planning model through hands-on and project based learning. * Experience with or willingness to incorporate reading, writing, speaking, listening, and critical thinking skills into classroom instruction * 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 * Ability to enhance instruction through the integration of technology and 21st century skills to support student learning and achievement * Ability to plan, implement, and evaluate individual, small group, and whole-class instruction * Ability or willingness to develop interim assessments, analyze student data collected from * 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 * Evidence of commitment to collaboration and continuous professional growth (i.e. professional development, formal education, outside reading * Experience and/or willingness to learn classroom room management strategies that support creating a learning environment where students' emotional and social needs are met through advisory, conflict resolution, peer mediation, collaborative learning, team building activities, etc. * Ability to effectively communicate orally and in writing with colleagues, parents, students, industry partners, and the community ( in person, teleconferencing and through web applications) |

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