



THE NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES AND TALENT
65 COURT STREET, BROOKLYN, NY 11201

Posted Date: May 25, 2011
Deadline Date: June 22, 2011

Teacher Assigned Vacancy Circular No. 26 (2011-2012) School Year
(SUBJECT TO BUDGET AVAILABILITY)

Position: Teacher Assigned A – Central Based (Various Borough Offices)
Early Childhood Instructional Coordinator
(FOR INTERNAL CANDIDATES ONLY)

Eligibility:

- Minimum of three (3) years of satisfactory, full time experience as appointed, license, tenured teacher and/or staff developer/teacher trainer of early childhood grades. Five (5) years or more is preferred.
- Early Childhood or Bilingual Early Childhood license
- Common Branches or Bilingual Common Branches license with a specialty in Early Childhood
- Permanent State Certification

Qualifications:

- Demonstrated understanding of developmentally appropriate standards-based curriculum and instruction, based on New York State Pre-K Common Core Learning Standards for English Language Arts & Literacy and Mathematics and New York State Pre-K Learning Standards
- Demonstrated understanding and knowledge of how to create emotionally responsive classrooms
- Demonstrated knowledge of best practices in early childhood curriculum models, as well as knowledge of effective content-focused coaching strategies
- Demonstrated knowledge of best practices in early childhood education (birth to grade three) curriculum models
- Demonstrated knowledge of curriculum mapping expertise and ability to vertically integrate and scaffold among early childhood grades (PreK to Grade 3)
- Demonstrated knowledge and application of technology as a developmentally appropriate instructional tool
- Demonstrated ability to communicate effectively
- Demonstrated ability of assessing instructional and program quality, using the outcomes of assessments to assist programs in developing quality improvement goals and strategies and assisting programs in achieving the goals.
- Demonstrated knowledge of developmentally appropriate assessments for early childhood (PreK to Grade 3) students
- Proven ability to mentor, coach, conference and model lessons for classroom staff
- Success in working collaboratively on instructional issues with other professional staff including teachers, CBO Directors, school principals and other instructional coordinators
- Proven expertise in planning and delivering professional development
- Commitment to continuous professional development to reflect a disposition to life long learning
- Self-starter with strong interpersonal skills and a keen attention to detail
- Demonstrated orientation to achieving results and building collaborative relationships with program/school staff

Duties and Responsibilities:

- Coordinate duties and collaborate effectively with the Early Childhood Leadership and CBO Director/School Principal regarding the implementation of the Universal Prekindergarten (UPK) Program and other early childhood education initiatives
- Read, evaluate and conduct site visits associated with the RFP process related to early childhood education initiatives
- Review UPK program and related early childhood program budgets with the Early Childhood Operations staff
- Conduct site visits with Administration for Children's Services (ACS) consultants (and related field staff) to assure that all program components including developmentally appropriate standards based instruction, health and nutrition, comprehensive services, continuity, parent involvement and professional development are implemented
- Conduct team meetings with Early Childhood staff to plan for instruction based on New York State Pre-K Common Core Learning Standards for English Language Arts & Literacy and Mathematics and New York State Pre-K Learning Standards
- Provide on-going support for the implementation of the prekindergarten curriculum in conjunction with other early childhood grades/ages
- Organize and support the ongoing assessment of prekindergarten and kindergarten to Grade 3 students to inform instructional practice, and assist in the implementation of successful transition and continuity experiences for children, their families and staff as children move to subsequent grades.
- Assist in conducting formative and summative evaluation of program components, using those evaluations to develop quality improvement goals and plans in collaboration with programs
- Provide ongoing professional development to support the implementation of the prekindergarten program and other early childhood assessments, including screening and progress monitoring



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- Assist teachers with embedding assessments into daily instructional activities focused on student outcomes and program quality
- Differentiate support for early childhood education (birth to grade three) public and non-public school staff based on demonstrated need and provide onsite/offsite professional development
- Facilitate workshops, courses, and study groups for early childhood education (birth to grade three) staff
- Plan and participate in ongoing professional development activities in collaboration with other Early Childhood colleagues

Hours: 8:00 A.M. – 4:00 P.M. Monday through Friday

Work Year: School year plus five additional days during school scheduled vacation period.

Salary: As per UFT Collective Bargaining Agreement

Application: Send cover letter, resume and copy of license(s) by **June 22, 2011** to

Rosanna Tafuri

at:

DPP_HR@schools.nyc.gov.

AN EQUAL OPPORTUNITY EMPLOYER

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APPROVED: *Gary Barton*

Gary Barton, First Executive Director
Office of Field and Information Services
Division of Human Resources and Talent