

**DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
65 COURT STREET
BROOKLYN, NEW YORK 11201**

**Posted Date: September 7, 2010
Deadline: September 22, 2010**

Teacher Assigned Vacancy Circular No. 1 (for 2010-2011 School Year)
(Subject To Funding Availability)

Position: Division of School Support
Children First Network
Teacher Assigned A
Instructional Support Specialist Position
Various Position(s)

Work Locations: Various

Position Summary: Instructional Support Specialists will be part of a Children First Network team and will work with approximately 20-25 schools. The primary responsibilities will be to build school capacity to develop the skills of its teaching population. Because each school will be identifying key teachers in the school, the Instructional Support Specialist will work with teachers and help schools design and execute an approach to understanding the new common core standards, mapping curriculum to those new standards, and to selecting/creating appropriate assessments aligned to the standards. The Instructional Support Specialist will support their assigned schools to improve classroom practice in others ways as well. In general, the Instructional Support Specialist will serve as a change agent across the schools he/she supports, providing instructional support and guidance to school based instructional teams while simultaneously establishing a standards-based culture of continuous growth in service to student achievement.

The assignment is for two years, subject to funding availability and job performance.

Position: Full-Time Instructional Support Specialist positions are available based on funding and needs of Children First Networks.

Location: Instructional Support Specialists work in multiple sites and report to the designated Network Leader. Instructional Support Specialists will support a network of approximately 20 to 25 schools. These schools may be located in more than one borough.

RESPONSIBILITIES

- Provide professional development and coaching for school-based teachers as primary role.
- Assist in the design, implementation, and support of common core standards, curriculum alignment, and assessment selection/creation based on the principals' selection of school-based teachers.
- Under the 'train the trainer' model, works with principal and school instructional leaders (coaches, lead teachers, staff developers, and mentors) to promote best classroom practice as defined by the *Professional Teaching Standards* and the *Continuum of Teacher Development*, including assisting and designing training and professional development.
- Assist in the delivery of professional development.
- Assist in the design, implementation and delivery of monthly professional development for lead teachers and others as requested by schools in network.
- Work with Network team around other classroom practice matters.
- Work with schools in a supportive but not evaluative role.
- Establish positive working relationships with administrators, school staff and colleagues.
- Maintain electronic logs and records.
- Learn and utilize programmatic technology including hardware, online tracking system, formative assessment materials, DOE accountability tools for schools, DOE resources and other instructional technology.

QUALIFICATIONS/ELIGIBILITY

Minimum:

- Licensed Tenured Appointed teacher with a minimum of 5 years of satisfactory service in New York City Public Schools.
- Experience as a teacher and mentor in middle and high schools.

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- Evidence of excellent interpersonal relationships.
- Excellent record of attendance and punctuality.
- Extensive knowledge of the *Professional Teaching Standards and the Continuum of Teacher Development*.
- Extensive knowledge of effective staff development practices and adult learning theory.
- Demonstrated experience in supporting student achievement through instructional, administrative, or programmatic means.
- Ability to communicate effectively (written and oral).

Preferred:

- Experience engaging in curriculum mapping and selecting/creating formative assessments.
- Experience in training other school professionals to improve achievement.
- Knowledge of data analysis and methodologies for measuring student achievement.
- Knowledge of the Accountability Office tools including Quality Review, Periodic Assessment & Progress Reports

Selection Criteria:

- Demonstrated experience as a teacher
- Ability to coach other teacher colleagues who provide staff development for classroom teachers.
- Evidence of a record of successful collaborations within school communities and demonstrated strong interpersonal relationships with colleagues and school administrators.
- Demonstrated expertise in designing effective professional development.
- Demonstrated capacity to facilitate instructional change focused on increased student achievement.
- Demonstrated mastery of pedagogical and subject matter skills with an understanding of and experience in addressing the complexities of classroom life.
- Demonstrated skill in team building and group dynamics with adult learners.
- Willingness to travel to assigned schools which may be located citywide
- Willingness to accommodate for the scheduling needs of schools.
- Willingness to provide Professional Development after school/summer at contractual per session rate.
- Ability to use email and the internet.

Salary:

As per UFT Collective Bargaining Agreement

Work Schedule:

As per UFT Collective Bargaining Agreement-
Monday – Friday; 8:00 AM to 4:00 PM

Salary and Work Schedule Note: The Instructional Support Specialist will attend mandatory professional development. The Instructional Support Specialist will be expected to provide professional development after school and on weekends. While candidates will not be disqualified from consideration if they have existing commitments for Summer 2010 the expectation for Instructional Support Specialists will be that they engage in four weeks of planning and professional development over the summer (dates TBD). Instructional Support Specialists will be compensated at the per session rate per the UFT Contract for any work outside the regular school day and year.

Travel Reimbursement: Per DOE SOPM will be provided.

Application:

Please apply in writing by email, expressing your interest and qualifications including resume, and file number by close of business on:
September 22, 2010 at 5:00 PM to: alurie@schools.nyc.gov

APPROVED: *Gary Barton*

Gary Barton
Division of Human Resources

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