

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

**Posted Date: November 9, 2009  
Deadline Date: December 10, 2009**

**Re-Posted**

**Teacher Assigned Vacancy Circular No. 11, 2009-2010**  
(SUBJECT TO FUNDING AVAILABILITY)

**POSITION:** Early Intervening Services Coordinator (EISC) (Teacher Assigned A)

**LOCATION:** Networks throughout New York City

**ELIGIBILITY:** Current Appointed NYCDOE Licensed Teacher. Special Education, Bilingual Education licenses are preferred.

**POSITION SUMMARY:** The EISC's goal is to collaboratively build and manage high-impact, sustainable, strategies and programs to better meet the academic and behavioral needs of students in grades K – 12 who exhibit learning problems or difficulties in the general education environment. The effective implementation of these strategies will reduce academic and behavioral problems in the general education environment and reduce referrals for special education and related services that could be addressed with general education interventions.

**KEY RELATIONSHIPS:** The Early Intervening Services Coordinator reports to the Network Leader and works closely with the network team. The EISC also works closely with school-based staff.

**SELECTION CRITERIA:**

- Current Appointed NYCDOE Licensed Teacher.
- Experience organizing and delivering professional development.
- Understanding of the NYCDOE's accountability tools and instructional initiatives.
- Familiarity with high school graduation requirements and post-secondary options, where appropriate.
- Strong interpersonal skills, including oral and written communication for a variety of audiences.
- Excellent organizational skills.
- Successful project management experience.
- Strong technological skills, including familiarity with Microsoft Excel, PowerPoint and Word.
- Demonstrably collaborative approach and familiarity with collaborative inquiry.
- History of proactively and strategically meeting short and long-term goals.
- Data management and analysis experience.
- Record of excellent performance in previously held positions.

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### DUTIES AND RESPONSIBILITIES:

- Collaboratively design and foster schools' application of research-based instructional practices, with particular emphasis on Response to Intervention (RtI) principles and practices.
- Work in partnership with their network team, school administrators and teachers.
- Collect and analyze data to assess schools' progress towards goals; based on analyses, continuously improve programming.
- Coordinate data collection and reporting with Network Leader.
- Research and prepare reports and briefings.
- Regularly visit schools and meet with teachers and school administrators.

### PREFERRED:

- Experience using Response to Intervention principles and practices.
- Knowledge of effective Academic Intervention Services
- Degree in special education, bilingual education, or literacy.

### SALARY:

As per UFT Collective Bargaining Agreement

### WORK SCHEDULE:

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

### APPLICATIONS:

Please e-mail your resume, copy of your license, and a cover letter indicating network preference to by December 10, 2009:

**Yamaris Vazquez**  
at  
[Yvazquez@schools.nyc.gov](mailto:Yvazquez@schools.nyc.gov)

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APPROVED:                     *Gary Barton*                      
Gary Barton  
Division of Human Resources