



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

POSTED DATE: May 24, 2011  
DEADLINE DATE: June 21, 2011

**TEACHER ASSIGNED VACANCY CIRCULAR NO.25 (SCHOOL YEAR 2011-2012)**  
**(INTERNAL CANDIDATES ONLY) (SUBJECT TO FUNDING AVAILABILITY)**

**Position:** Achievement Coach, Special Education  
Teacher Assigned A (multiple positions)  
Division of Academics, Performance and Support  
Children First Network

**NOTE:** This grant-funded position is for one year with the possibility of renewal for up to three years. The actual assignment is for one year; if the position continues and the teacher wishes to continue in the same assignment, with the approval of the hiring manager the teacher can be selected for another term without the need to re-apply. Otherwise the position is subject to an annual re-application and selection process. Continuation in the assignment and/or the re-application process is contingent upon funding renewal. Limited positions available based on funding and needs of Children First Networks.

**Work Locations:** Various (TBD). Achievement Coaches will work in multiple sites and report to the designated Network Leader. Achievement Coaches will support a network of approximately 20-30 schools. These schools may be located in more than one borough.

**QUALIFICATIONS/ELIGIBILITY**

**Minimum:**

- Licensed, tenured and appointed teacher with a minimum of five years of satisfactory service in New York City public schools.
- Experience as a member of a professional school-based teacher team (e.g., inquiry, grade-level, department).

**Preferred:**

- Advanced degree.
- Five years of exemplary classroom teaching in an inclusive setting as a general or special educator.
- Evidence of advocacy for change to support the performance of students with disabilities.
- Knowledge of adult learning theory and experience in peer coaching, modeling, providing feedback, consultancy, and inquiry process.
- Experience in facilitating teacher team(s) and building professional collaborations.
- Experience in collaboratively designing and facilitating professional development.
- Knowledge of practices that support English language learners, Universal Design for Learning, Response to Intervention, and/or differentiated instruction.
- Knowledge of the Common Core standards.
- Availability to attend one of the summer Professional Development Institute Sessions: Session 1 on July 5, 6, 12, 13, 14, and 15, or Session 2 on August 16, 17, 18, 23, 24, and 25.
- Evidence of excellent interpersonal relationships.
- Excellent record of attendance and punctuality.
- Ability to communicate effectively (in writing and orally).

**Position Summary:** The Achievement Coach, Special Education will be part of a Children First Network (CFN) team. The primary responsibilities will be to build capacity of teachers working in classrooms with students with disabilities and implement the key aspects of the special education reforms: provide access to the general education program for students with disabilities (SWD) through flexible programming, design access to the curriculum for SWD through Universal Design for Learning, and create access for each SWD by developing meaningful Individualized Educational Programs (IEPs). The Achievement Coach will be an advocate for change and serve as one of five members on the network instructional team. In addition, the Instructional Coach will assist in providing instructional coherence by ensuring the key aspects of the DOE's special education reform initiative are aligned with the DOE's key instructional initiatives.

**Position:** Full-time Achievement Coach. Limited positions available based on funding and needs of Children First Networks.

**Key Relationships:** The coach will work closely with the Director of Professional Leadership at the Professional Development Institute (a collaboration between the DOE's central Division for Students with Disabilities and English Language Learners and the Teachers College Inclusive Classroom Project) and the Special Education Senior Instructional Facilitator on the cluster team to support principals, other school practitioners (e.g., assistant principals, programmers, general and special education teachers, related service providers, and IEP team members), and other achievement coaches on the network instructional team. In addition, the coach will work with special education achievement coaches on other network teams, the Network Leader, and other central staff from the Division for Students with Disabilities and English Language Learners.

## **RESPONSIBILITIES**

The Achievement Coach, Special Education will spend most of his/her time in schools, where s/he will support school practitioners. The Coach will:

- Design and facilitate professional development to help school practitioners understand and implement the key aspects of the special education reforms: flexible programming, Universal Design for Learning, and the design of meaningful IEPs.
- Create instructional coherence by aligning these key aspects of special education reform with citywide instructional work around integrating the Common Core standards and providing meaningful feedback to teachers.
- Work with principals and other school practitioners to provide targeted instructional assistance to schools based on the needs of students with IEPs.
- Work with network instructional leaders and supervisors to help build shared understanding and capacity through instructional rounds, looking at student work, and facilitative leadership.
- Under the guidance of the cluster team, promote dialogue and peer learning between special educators, ESL teachers, general educators, and paraprofessionals; support co-teaching teams.
- Help develop multiple school-based professional teams with trained facilitators so that they become the vehicle through which the key aspects of the special education reforms become part of the school's practice.
- Help develop systems and structures that support the creation of an inclusive school culture and an inclusive pedagogy.
- Engage in a collaborative inquiry process with the cluster team, other achievement coaches within the network team, and the Professional Development Institute staff to learn collaboratively and create new knowledge.
- Share information with network staff on overall school progress towards IEP goals to assist in identifying instructional supports for meeting these goals.
- principals when to bring in additional resources and/or expertise.
- provide timely and specific feedback between schools and DSWDELL/ PDI around implementation and impact of professional development

The Achievement Coach, Special Education will spend at least three days a month in professional development activities through the Professional Development Institute. The Coach will:

- Participate in the PDI's six-day Summer Institute.
- Participate in PDI professional development three days per month (note: may be enhanced with professional development in the field).
- Co-design and co-facilitate professional development with network and/or cluster teams.

**Salary:** As per UFT Collective Bargaining Agreement

**Work Schedule:** As per UFT Collective Bargaining Agreement: Monday-Friday, 8:00 a.m. to 4:00 p.m.

**Salary and Work Schedule Note:** The Achievement Coaches will attend mandatory professional development and 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 2011, the expectation for Achievement Coaches will be that they engage in six days of professional development over the summer with the PDI. Achievement Coaches will be compensated at the per session rate per the UFT Contract for any work outside the regular school day and year.

**Application:** Please apply in writing by email, expressing your interest and qualifications including resume and file number. Your application should show clearly how your previous experience has prepared you for this position; it should also include a detailed explanation of one program you have initiated to support students with disabilities, making your role in this work explicit.

**Letters of application and resumes must be received by close of business June 21, 2011. Please email your letters of applications and resumes to Lisa Scheib in the Division for Students with Disabilities and English Language Learners ([LScheib@schools.nyc.gov](mailto:LScheib@schools.nyc.gov)).**

**AN EQUAL OPPORTUNITY EMPLOYER**

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**APPROVED:** *Gary Barton*

**First Executive Director, Office of Field and Information Services**

**Division of Human Resources and Talent**