

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

Posted Date: December 6, 2016
Deadline: January 31, 2017

PER SESSION VACANCY NOTICE # 707

2016 – 2017

PLEASE POST

(CONTINGENT UPON FUNDING)

POSITION: Teaching Academy Collaborative Coach

LOCATION: 07X296; 07X223; 09X324; 09X323; 09X303; 09X251; 09X022; 10X331; 11X089; 11X508; 32K549; 32K562; 23K514; 20K220; 19K662; 23K671; 19K422; 04M555; 06M052; 06M319; 03M421; 75M079; 75K369; 75K373; 75K053; 75X352; 75X721; 75X012; 75X176

ELIGIBILITY REQUIREMENTS:

- Experienced teacher with a minimum of two (2) years of teaching experience in an urban setting.
- 1+ years' experience in a teacher leadership role including, but not limited to, Mentor Teacher, Lead Teacher, Cooperating Teacher, NYCTF Summer Staff, Peer Collaborative Teacher, Model Teacher, Master Teacher, NYCTC Coach.

SELECTION CRITERIA:

Teaching skills:

- Possesses deep content knowledge in assigned subject(s)
- Creates a positive, productive classroom culture
- Demonstrates effective classroom management
- Uses a variety of effective/high quality instructional strategies
- Differentiates instruction and assessment
- Experience with backwards design framework in long term and unit planning process
- Uses student data to inform decisions around planning, preparation, instruction, and assessment
- Consistently plans strong objective driven, student focused lessons
- Designs high quality instructional activities and assessments
- Uses data to inform decisions around planning, preparation, instruction, and assessment
- Has used video and the Danielson Framework for Teaching as tools for self-evaluation and growth as a teacher

Coaching/Leadership Skills:

- High energy collaborator with the drive necessary to be a key player in launching a new program.
- Desire to work with and develop new teachers
- Effectively communicates and is able to articulate beliefs and thoughts behind actions, decisions and ideas for both students and teaching candidates
- Clearly describes research-based instructional best practices
- Holds high expectations for students and colleagues
- Is open to using cognitive, facilitative, and instructional coaching methods
- Models habits of continuous improvement
- Clearly describes and models research-based instructional best practices as defined by the Teaching Academy scope and sequence
- Flexible in using coaching strategies for a variety of pre-service teachers from a range of programs
- Evidence of logical and critical thinking skills and strong written and oral communication skills
- Evidence of effective use of organizational skills and time management in other activities
- Evidence of working successfully in teams or cooperative settings
- Evidence of ability to reflect on feedback and adjust professional practice when necessary
- Consistent and reliable access to email, phone, and the Internet.

DUTIES/ RESPONSIBILITIES:

- Investment in Teaching Academy (TA) model and goals
- Investment in the success of and high expectations for 1-2 Pre-Service Teachers (PST)* to master foundational teaching skills and reach ambitious goals with students.

**Pre-Service Teachers (PST) can include, but are not limited to, teaching candidates from*

- *Teachers in training from Alternative Certification Programs such NYC Teaching Fellows, NYC Teaching Collaborative, etc*
- *Student Teachers from Traditional University Teacher Preparation Programs*

Training

- Model consistent habits of continuous improvement by being open to observations and feedback and continually improving own practice as a teacher leader.
- Attend Teaching Academy Collaborative Coach Pre-spring training in December (Dates/Times TBD)
- Attend weekly ongoing Collaborative Coach training sessions in January-June (Date/Times TBD)
- Support PST development and progress towards goals by:
 - Observing PSTs practices daily
 - Utilizing program rubric to provide feedback and ongoing support to PSTs

Communication and Implementation

- Communicate PST progress and performance issues/concerns/effectiveness to TA Lead Coach and Site Manager
- Collect data and participate in data analysis related to PST performance at school site and program-wide

Coaching

- Maintain high expectations of PST performance throughout the program.
- Use performance data to make decisions regarding teaching candidate support by:
 - Observing and providing specific, actionable, on-the-spot feedback to individual pre-service teaching candidates
 - Planning and executing daily coaching experiences, including in-classroom interventions, based on performance data and offer opportunities for practice and immediate feedback
- Lead weekly coaching conversations that provide PST specific, actionable feedback on instructional practice and design.
- Facilitate individual practice sessions, outside of regularly scheduled teaching periods, to support teaching candidates' acquisition and improvement of key instructional skills
- Assess teaching candidates' proficiency according to the Teaching Academy Performance Rubric
- Gradually release lead teaching responsibilities to PST as outlined in the Teaching Academy Scope and Sequence

**Hiring offer is subject to revocation according to availability of PSTs, proximity of Teaching Academy Site to PST university program, or if applicant does not demonstrate proficiency in the Teaching Academy Collaborative Coach skills by the conclusion of the Teaching Academy Collaborative Coach Fall Training Sessions, as determined by the Office of Teacher Recruitment and Quality team. **

SALARY: As per Collective Bargaining Agreement

WORK SCHEDULE*:

6 hours: Teaching Academy Collaborative Coach Orientation Sessions at Training Rate (*December*) (TN)

1 hour per week (from January-June) for the following at Training Rate (TN):

--Collaborative Coach Training Sessions

6 hours per month (from January- June) for the following at Per Session Rate (TR):

-- Providing PST one-to-one coaching and feedback

**May include Saturdays (December-June)*

APPLICATION INSTRUCTIONS:

To apply please complete this survey: <https://goo.gl/forms/mmAMEPt3an1RDA313>. Additionally please email a resume, cover letter, unit plan and lesson plan to: submit@nyctcp.org

Demonstrate your interest in and qualifications for the Teaching Academy Collaborative Coach position by including:

- Cover letter including your response to the following questions:
 - What experiences and skills make you a strong candidate to host and coach pre-service teachers? Why?
 - What do you believe the greatest challenges new teachers will face in their first year? How will you ensure that they have high quality practice opportunities in your classroom to be prepared to raise student achievement?
 - For returning coaches, in what ways do you see the Collaborative Coach role improving your teaching practice?
- Resume
- Lesson Plan
- Unit Plan

PLEASE INCLUDE THE ABOVE CIRCULAR NUMBER ON YOUR RESUME AND APPLICATION

If you have any questions regarding this advertisement, please contact: submit@nyctcp.org

Note: All per session vacancy circulars will be posted on the Division of Human Resources web site at: <http://schools.nyc.gov/Careers/Schools/default.htm> under "Per Session Opportunities"

Service exceeding the number of hours specified in Chancellor's Regulation C-175 governing per session activities requires prior approval. The appropriate Per Session Supervisor must make the request via the Per Session Service System and receive approval before the person can begin working in the activity. Failure to obtain a valid waiver may result in the withholding of payment for hours worked beyond the maximum.

AN EQUAL OPPORTUNITY EMPLOYER M/F/D

It is the policy of the Department of Education of the City of New York to provide educational and employment opportunities without regard to race, color, religion, creed, ethnicity, national origin, alienage, citizenship status, age, marital status, partnership status, disability, sexual orientation, gender (sex), military status, prior record of arrest or conviction (except as permitted by law), predisposing genetic characteristics, or status as a victim of domestic violence, sexual offenses and stalking, and to maintain an environment free of harassment on any of the above-noted grounds, including sexual harassment or retaliation. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room 923, Brooklyn, New York 11201, or visit the OEO website at <http://schools.nyc.gov/OEO>

APPROVED BY: *Peter Janniello Ph. D.*

Division of Human Resources

2016-17 APPLICATION FOR PER SESSION EMPLOYMENT AND CLAIM FOR RETENTION RIGHTS (OP-175)

Directions: This form must be completed and submitted to the per session supervisor prior to commencement of employment in a per session activity. A copy of this form must be retained by the per session supervisor. An applicant who wishes to claim retention rights must assert such a claim on this form. Retention rights may be claimed ONLY in one per session activity. No person may work more than 400 hours in one or a combination of per session activities (with a maximum of 270 hours in a school psychologist and/or school social worker position) without prior written approval of the Division of Human Resources in accordance with Chancellor's Regulation C-175.

Last Name: _____ First Name: _____ MI: _____

Home Address: _____ Zip Code: _____

Home Phone: (____) _____ File No.: _____ Email Address: _____

1. Are you a full-time employee of the NYC Department of Education? Yes ____ No ____
 If yes, indicate current work location: CFN _____ District _____ School/Office _____
 License or Title _____ Hours of Employment from _____ to _____

2. Per Session Position for which you are Applying: Program Name: _____
 CFN ____ District ____ Approximate Start Date _____ Do you claim retention rights? Yes ____ No ____
 School/Office _____ Approximate Total No. of Hours in Activity _____
 Work Hours Monday – Friday _____ to _____ Saturday – Sunday _____ to _____

3. **Between July 1, 2016 and June 30, 2017, have you worked or do you plan to work in any other per session activity? Yes ____ No ____.** If yes, indicate all positions below. Use additional sheets if necessary.

a. Program Name: _____
 CFN ____ District ____ Approximate Start Date ____ Do you claim retention rights? Yes ____ No ____
 School/Office _____ Approximate Total No. of Hours in Activity _____
 Work Hours Monday – Friday _____ to _____ Saturday – Sunday _____ to _____

b. Program Name: _____
 CFN ____ District ____ Approximate Start Date ____ Do you claim retention rights? Yes ____ No ____
 School/Office _____ Approximate Total No. of Hours in Activity _____
 Work Hours Monday – Friday _____ to _____ Saturday – Sunday _____ to _____

4. Will your total per session hours for this year, including the hours for the position for which you are applying, exceed 400? Yes ____ No ____

5. If yes, have you submitted a waiver request to exceed the 400 hour maximum? Yes ____ No ____

6. **Declaration:** I have read and understand the requirements in Chancellor's Regulation C-175. I understand that I am bound by this regulation. I affirm that the information given above is, to my knowledge, accurate and complete, and I understand that a willfully false answer to any question contained herein is a Class E felony which shall render this application null and void and may result in loss of retention rights, cancellation of per session employment, loss of pay, recoupment of compensation already paid, and/or disciplinary action.

 Signature of Applicant Date

7. **Approval by Per Session Supervisor:** I certify that this applicant possesses the qualifications established for the position and that the selection was made after following advertising procedures set forth in Chancellor's Regulation C-175.

 Signature of Per Session Program Supervisor Date

Summary of Chancellor's Regulation C-175

Chancellor's Regulation C-175 is available for review at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>. Each school maintains a copy of the Standard Operating Procedures Manual for Schools (SOPM). Individuals may review a copy of these procedures in order to familiarize themselves with the process by which per session employees are processed and paid.

1. All per session employees must complete an application for per session activity (OP175) prior to commencing service.
2. Individuals who have been approved for waivers in prior years must resubmit new waiver applications each year. For this purpose, the per session year is from July 1st **through** June 30th.
3. Individuals must submit a waiver form for exceeding the limit on the maximum number of hours that can be served in a per session year. The maximum number of hours of per session work that may be performed annually is available in the C-175 regulation.
4. No individual is authorized to work in a per session activity during a normal school workday.
5. Per session employment, whether funded from the same or a different source, may not be used as a means of providing additional compensation for work similar to that which is performed in an individual's primary assignment.
6. Individuals cannot serve in a per session activity for which, in their primary assignment, they are responsible for hiring, rating, or coordinating or which they normally supervise in their primary assignment.
7. No per session compensation may be paid for work performed at home.
8. Employees on sabbatical leaves beginning August 1st must complete per session activities in which they are serving in July. They will not be permitted to commence any new per session assignments until the September following the completion of the sabbatical.
9. Each per session employee is required to use a time clock to record the exact time of arrival and departure. The timecard is to be maintained at the work site and should serve as the basis of entries on the Personnel Time Report. If a time clock is not available, a daily attendance report with exact time of arrival and departure must be provided, maintained and approved by a supervisor. In every case, regardless of the specific manner in which time is reported, supervisors are accountable for verifying the record of attendance. Approval by a co-worker is not acceptable. Failure to maintain satisfactory records will result in the withholding of compensation or recoupment of payment already made.
10. Each per session employee is required to submit a time sheet for service that was performed during the prior per session period within one school day of the per session period immediately following each service.
11. ***Time sheets submitted for per session work which required a waiver that was not previously approved will result in the withholding of per session payment.***
12. If a teacher is entitled to retention rights in a per session activity but fails to claim those rights before or at the time of application for a different per session job in which the teacher has no retention rights, the teacher may then be denied employment in the job for which there is entitlement to retention.

Notes: Requests for waivers must be submitted sufficiently in advance to allow time for review and appropriate action. ***Failure to obtain a valid waiver may result in the withholding of payment for hours worked beyond the maximum hours as outlined in Chancellor's Regulation C-175.***