

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

Posted Date: October 25, 2016

Deadline Date: Until Filled

Teacher Assigned Vacancy Circular No. 27, 2016-2017- REPOST
(Subject to Budget Availability)

Position: Teacher Assigned A – Elementary/Middle School Instructional Coach – ELA & Literacy (Multiple positions)
School Renewal Program/Office of School Renewal

Position Summary: Under the direction of the Executive Director of Renewal Schools, K – 8, and as a critical member of the Office of Renewal Schools, the Instructional Coach – ELA & Literacy will work closely with Directors for School Renewal, Renewal School Principals, school leadership teams, and leadership coaches to engage teachers in ongoing professional development and growth focused on curriculum, instruction, and assessment. The Instructional Coach will directly work with a group of teachers, facilitating inquiry within teacher teams and leadership cabinets to support the implementation of the instructional initiatives, improvement and support cycle for Renewal Schools. Performs related work.

Eligibility:

- Licensed, appointed, and tenured NYCDOE teacher with a minimum of 3 to 5 years of experience teaching ELA & Literacy in Elementary and Middle Schools.

Selection Criteria:

- 3+ years of successful experience as an Elementary/Middle School English Language Arts, History/Social Studies or Humanities teacher/instructor.
- Experience with the Elementary/Middle School curriculum development and revision process.
- Extensive knowledge and understanding of the ELA & Literacy Common Core Learning Standards
- Successful experience implementing the Common Core Learning Standards.
- Demonstrated ability to design instruction, including scope and sequence, unit plans, lesson plans, embedded formative assessments, differentiation strategies, and dynamic revision of lessons based on assessment data.
- Demonstrated ability to talk about instruction and engage faculty in conversation about instruction, curriculum, and assessment.
- Strong understanding of reading and writing instructional techniques across content areas.
- Experience in differentiating instruction for students on grade level, those with identified weaknesses, and those ready for greater challenges.
- Self-directed, organized, able to manage time effectively and remain focused on priorities.
- Demonstrated ability to receive constructive feedback, and eager to engage in a collaborative and rigorous development of instructional coaching and leadership skills.
- Demonstrated success in planning and leading professional development sessions and workshops.
- Demonstrated success in leading adult team building—being a team leader and teaching others how to lead teams.
- Demonstrated experience with data-driven decision-making to inform instruction and curriculum.
- Demonstrated experience in facilitating teacher teams such as Inquiry Teams and instructional walks
- Experience with and ability to easily adapt software applications including Word, Excel, PowerPoint, Google Applications for Education, Google Drive, and other systems as needed.

Preferred:

- Prior training in and experience: Teacher’s College Reading and Writing Project
- Prior training in and experience in interdisciplinary and project based curriculum and instruction
- Exceptional communication and facilitation skills.
- Knowledge of the NYCDOE Social Studies Core Curriculum
- Experience in guiding other school professionals to improve student achievement.
- Working knowledge of DOE systems, structures, and schools.
- Ability to manage many projects at once and prioritize well.
- Creative problem-solver, with the ability to perform independent, thoughtful analysis around important school improvement issues.
- Knowledge of collaborative inquiry theory and process.
- Experience working on a collaborative team and understanding of cross-functional roles.
- Strong attention to detail.
- Willingness to travel across **all** five boroughs, daily.

Responsibilities:

- Observe and meet weekly with a group of 12 or more teachers in core content areas to coach them on instructional delivery, lesson plans, and the use of assessment to inform instruction.
- Under the direction of the Director for Elementary/Middle School Renewal and in close collaboration with the Principal, Assistant Principals and the DSR, plan, support, and manage professional learning cycles for teachers based on their needs and the instructional needs of the schools.
- Oversee, support and facilitate horizontal and vertical curriculum mapping, ensuring alignment to Common Core State standards and curriculum practices aligned with instructional shifts.
- Support summer curriculum planning and preparation by helping teachers to design, refine, and align curriculum.
- Guide teachers and teams through data-driven inquiry cycles to effectively use assessments, including interim assessment data, to inform and target instruction.
- Guide teachers to employ effective student-engaged assessment practices, including standards-based grading, student-led conferences, and digital portfolios.
- Work with teachers to develop effective supports, scaffolding, and differentiation to make curriculum accessible to all students, including Students with Disabilities and English Language Learners.
- Support the Principal and the administrative team in orienting parents to this work and developing strong and systematic communication between teachers, students and parents.
- Support multifaceted professional development, and ensure that the implementation of priority initiatives is aligned to the needs of the school and the achievement of the school's mission, and is grounded in student achievement.
- Track student progress/data related to specific goals, and share that data with the school faculty and leadership, as well as with the Superintendent and other stakeholders.
- Model and engage in effective collaboration with teacher teams and coach team leaders in the development of effective facilitation and leadership skills.
- Support teachers and provide feedback on the implementation of structures, including student-led conferences, intensives, presentations of learning, and portfolio work.
- Engage in professional learning with other members of the Instructional Leadership Team, including videotaping coaching sessions and giving/receiving regular feedback to one another.
- Support teachers in other ways, including job-embedded classroom coaching, modeling lessons, assisting with fieldwork or service learning opportunities, contacting community experts, and integrating technology into lessons and projects.
- Participate in the hiring process for teachers, including interviews, demo lessons, and demo lesson debriefing.

Hours: As per UFT Collective Bargaining Agreement: 8:00 a.m. – 4:00 p.m., Monday through Friday

Work Year: School year plus five additional days during winter, spring, or summer vacation period.

Salary: As per UFT Collective Bargaining Agreement

Applications: Cover letter and resume should be sent to:

RenewalSchools@schools.nyc.gov

An Equal Opportunity Employer

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, national origin, alienage and citizenship status, age, marital status, disability, sexual orientation, gender (sex) or prior record of arrest or convictions (except as provided by law), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation, as required by civil rights law. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, NY, 11201.

APPROVED:



**Charles Peeples, Executive Director
Office of Field & Information Services**