

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

**POSTED DATE: May 12, 2015  
DEADLINE DATE: June 10, 2015**

**Teacher Assigned Vacancy Circular NO. 7 (2015-2016) School Year**  
**(SUBJECT TO BUDGET AVAILABILITY)**

**Position:** Teacher Assigned A – Central Based (Various Office of Early Childhood Education Field Offices)  
Travel to Pre-K Programs Sites Citywide in District Schools and Early Education Centers.  
Early Childhood Instructional Coordinator  
**(INTERNAL CANDIDATES ONLY)**

**Eligibility:**

- Minimum of three (3) years of satisfactory, full time experience as appointed, license, tenured teacher and/or staff developer/teacher trainer of early childhood grades. Five (5) years or more is preferred.
- Early Childhood or Bilingual Early Childhood license
- Common Branches or Bilingual Common Branches license with a specialty in Early Childhood
- Permanent State Certification
- Special Education and/or ELL/Bilingual certification preferred.

**Qualifications:**

- Demonstrated understanding of developmentally appropriate standards-based curriculum and instruction, based on New York State Prekindergarten Foundation for the Common Core
- Demonstrated understanding and knowledge of how to create emotionally responsive classrooms
- Demonstrated knowledge of best practices in early childhood education (birth to grade three) curriculum and assessment models
- Demonstrated expertise in curriculum mapping and ability to vertically integrate and scaffold standards within early childhood grades (Prekindergarten to Grade 3)
- Demonstrated ability to communicate effectively in writing and verbally in a timely manner with diverse audiences- teachers, administrators, colleagues, and supervisors
- Demonstrated ability to have conversations about areas of strength and areas for improvement; to be solutions-oriented, positive, reflective, and straightforward; with teachers, school leaders, colleagues, and supervisors
- Demonstrated ability to use rubrics as a means for measuring quality
- Demonstrated ability to use data to set goals and develop strategies to achieve those goals
- Proven ability to collaborate with, mentor, and coach classroom staff, principals, and directors
- Proven expertise in planning and delivering professional development- in-person and virtually
- Commitment to continuous professional development to reflect a disposition to life long learning
- Self-starter with strong interpersonal skills and a keen attention to detail
- Demonstrated orientation to achieving results and building collaborative relationships with colleagues
- Proven ability to be flexible in response to program needs

**Duties and Responsibilities:**

- The following items apply to district schools and early childhood education centers
- Work collaboratively with lead and assistant teachers to set goals for quality improvement and strategically plan to reach those goals
- Build and support relationships with administrators to set goals for quality improvement and strategically plan to reach those goals
- Support teachers and school leaders in achieving quality improvement goals. This may include, but is not limited to:
  - Conducting team meetings with early childhood staff to plan for instruction based on Common Core standards
  - Providing on-going support for the implementation of the Division of Early Childhood Education (DECE) approved prekindergarten curricula
  - Supporting the ongoing assessment of prekindergarten students through the use of authentic assessment systems to inform instructional practice
  - Assisting in the implementation of successful transition and continuity experiences for children, their families and staff as children move to subsequent grades
  - Providing ongoing professional development to support the implementation of the prekindergarten program and other early childhood assessments, including screening and progress monitoring
  - Assisting teachers with embedding assessments into daily instructional activities focused on student outcomes and program quality
  - Facilitating workshops, courses, and study groups for early childhood education (birth to grade three) staff
  - Collaborating with teachers and school leaders to provide coaching and support to improve the quality of the Pre-K for All Program and other DECE initiatives
- Use data to inform coaching strategies in collaboration with colleagues- collect, input, and analyze data using technology provided by DECE

- Read, evaluate and conduct site visits associated with the Request for Proposals process related to Pre-K for Alland other DECE initiatives; serve as advisors for others serving in this role
- Review Pre-K for All program and related early childhood program budgets with the DECE Operations staff
- Conduct site visits with partner organizations (e.g. Administration for Children’s Services, Regional Head Start Office) as necessary to ensure that all program components are implemented appropriately
- Plan and facilitate professional development sessions in collaboration with other Early Childhood colleagues, including on-site, city-wide, and virtual sessions
- Actively participate in a city-wide support team of field and central office specific structures and initiatives (e.g. team meetings, family engagement)

**Hours:** 8:00 A.M. – 4:00 P.M. Monday through Friday

**Work Year:** As per UFT Collective Bargaining Agreement

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

**Application:**

Send cover letter, resume, and copy of license(s) by **June 10, 2015**, to

[DECEHR@schools.nyc.gov](mailto:DECEHR@schools.nyc.gov)

Please put **Teacher Assigned A - Early Childhood Education Vacancy** in the Subject line of your email.

**AN EQUAL OPPORTUNITY EMPLOYER**

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<http://schools.nyc.gov/Administration/Offices/GeneralCounsel/OEO/default.htm>.



**APPROVED:** \_\_\_\_\_  
**CHARLES PEEPLES, EXECUTIVE DIRECTOR**  
**Office of Field & Information Services**  
**Division of Human Resources**