

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

**Posted Date: April 29, 2014
Deadline Date: May 27, 2014**

Teacher Assigned Vacancy Circular No. 3 (2014-2015) School Year
(SUBJECT TO BUDGET AVAILABILITY)

Position: Teacher Assigned A – Central Based (Various Office of Early Childhood Education Field Offices)
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

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 with diverse audiences
- 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
- 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
- Deep understanding of curriculum, assessment, and the Common Core Learning Standards

Duties and Responsibilities:

- Work collaboratively with teachers and school leaders (e.g. principals, Community Based Organization directors) to set goals for quality improvement and strategically plan to reach those goals
- Participate in targeted training on supporting students whose native language is not English and turnkey to programs in public schools and CBOs; support UPK programs with assessing and refining instructional plans and family engagement practices to advance these students' learning.
- Support teachers and school leaders in achieving quality improvement goals. This may include, but is not limited to:
 - Ensure that strategies related to oral language development and English language learning are incorporated in public schools' and community-based organizations' classrooms
- Develop and support the implementation of Response to Intervention, behavioral supports, and support for students with identified/not identified disabilities in public schools' and community-based organizations' classrooms
 - 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 prekindergarten through third grade curriculum
 - Organizing and supporting the ongoing assessment of prekindergarten through third grade students to inform instructional practice, and 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
 - Assisting directors/principals with providing teachers feedback on instruction aligned with Community-based Organizations' school readiness goals and/or public schools' key standards
 - 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 Universal Prekindergarten (UPK) Program and other Office of Early Childhood Education (OECE) initiatives, Read, evaluate and conduct site visits associated with the Request for Proposals process related to UPK and other OECE initiatives
- Review UPK program and related early childhood program budgets with the OECE 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
- Actively participate in 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: School year plus five additional days during school scheduled vacation period.

Salary: As per UFT Collective Bargaining Agreement

Application: Send cover letter, resume and copy of license(s) by **May 27, 2014**, to Anita Khan

at:

EarlyChildhood@schools.nyc.gov.

Please type **Instructional Coordinator** in the subject header of the email.

AN EQUAL OPPORTUNITY EMPLOYER

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APPROVED: _____

Charles Peeples, Executive Director
Office of Field Services & Information, Division of Human Resources