



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: JUNE 21, 2011

**TEACHER ASSIGNED "A" VACANCY CIRCULAR NO. 24 (SCHOOL YEAR 2011-2012)**  
**(FOR INTERNAL CANDIDATES ONLY) (SUBJECT TO FUNDING AVAILABILITY)**

**Position:** Achievement Coach, Instructional Initiatives  
Teacher Assigned A  
Division of Academics, Performance, and Support  
Office of School Support  
Children First Network

**NOTE:** This grant-funded position is for one year with the possibility of renewal for up to three years. This 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). Will work in multiple sites and report to the designated Network Leader, supporting a network of approximately 20 to 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.
- Expertise in pedagogy and relevant content area(s) at elementary, middle, and/or high school level.
- Evidence of excellent interpersonal relationships.
- Excellent record of attendance and punctuality.
- Experience engaging in curriculum mapping.
- Extensive knowledge of effective staff development practices and adult learning theory.
- Experience in training other school professionals to improve achievement.
- Extensive knowledge of the Common Core standards.
- Demonstrated experience in supporting student achievement through instructional, administrative, and/or programmatic means.
- Knowledge of data analysis and methodologies for measuring student achievement.
- Ability to communicate effectively (in writing and orally).

**Preferred:**

- Expertise in implementing and supporting Common Core-aligned instructional practices.
- Expertise in designing Common Core-aligned curricular units and assessments/tasks.
- Extensive knowledge of Charlotte Danielson's *Framework for Teaching*.
- Knowledge of the DOE's accountability tools, including the Progress Report and the Quality Review, and achievement resources, including Periodic Assessments.

**Selection Criteria:**

- Ability to coach classroom teachers and school practitioners who provide staff development for classroom teachers.
- Evidence of a record of successful collaborations within school communities and demonstrated strong interpersonal relationships with colleagues and school administrators.
- Demonstrated expertise in designing effective professional development.
- Demonstrated capacity to facilitate instructional change focused on increased student achievement.
- Demonstrated mastery of pedagogical and subject matter skills with an understanding of and experience in addressing the complexities of classroom life.
- Demonstrated skill in team-building and group dynamics with adult learners.
- Willingness to travel to assigned schools, which may be located across the city.
- Willingness to accommodate scheduling needs of schools.
- Willingness to attend and provide professional development after school/summer/weekends at contractual per session rate.
- Ability to use email.
- Evidence of internet research skills.

**Position Summary:** The Achievement Coach, Instructional Initiatives will be part of a Children First Network team and will work with the network's approximately 20-30 schools. The primary responsibility will be to work closely with key school instructional leaders to build these schools' capacity to align their curriculum, assessment, and instruction to the Common Core; and to strengthen teacher practice by examining and refining the feedback teachers receive. The DOE's instructional expectations around this work for 2010-11 are described in detail on the DOE intranet [here](#) (accessible only from a DOE networked computer). In general, the coach will serve as a change agent across his/her schools, providing support that integrates the DOE's instructional initiatives around the Common Core and teacher effectiveness and guidance to school-based instructional teams while simultaneously establishing a standards-based culture of continuous growth in service of student achievement.

## RESPONSIBILITIES

- Provide professional development and coaching support for teachers and other key school-based instructional staff, including design and delivery.
- Assist in the design, implementation, and support of Common Core curriculum alignment and assessment selection/design.
- Support teacher teams with analysis of student work through a collaborative inquiry process.
- Work with the principal and school instructional leaders (coaches, lead teachers, staff developers, and mentors) to implement components of a research-based rubric of teaching practice in the school (e.g., Charlotte Danielson's *Framework for Teaching*).
- Work with the principal and other school instructional leaders on refining feedback given to teachers using a research-based rubric of teaching practice.
- Establish positive working relationships with administrators, school staff, and colleagues.
- Participate in a professional learning community, which may include monthly meetings, advance readings, and between-session tasks.
- Provide evidence of change in schools, which may include attendance and other electronic records, portfolios, and other artifacts and evidence
- Utilize programmatic technology, including hardware, online tracking system, formative assessment materials, DOE accountability tools for schools, DOE resources, and other instructional technology.

**Salary:** As per collective bargaining agreement plus per session for duties outside of the regular teacher work schedule.

**Work Schedule:** As per collective bargaining agreement: Monday-Friday, 8:00 a.m. to 4:00 p.m.

**Salary and Work Schedule Note:** Achievement Coaches, Instructional Initiatives will attend mandatory professional development sessions. Coaches 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 is that coaches engage in at least four weeks of planning and delivering professional development over the summer (dates vary by network). Achievement Coaches, Instructional Initiatives will be compensated at the per session rate per the UFT Contract for any work outside the regular school day and year.

**Travel Reimbursement:** Per DOE SOPM will be provided.

**Application:** Please apply in writing by email, expressing your interest and qualifications, including a resume and file number, by close of business June 21, 2011 at 5:00 p.m. to the Office of Schools Support at: [CFNRecruiter@schools.nyc.gov](mailto:CFNRecruiter@schools.nyc.gov).

### AN EQUAL OPPORTUNITY EMPLOYER

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**APPROVED:** *Gary Barton*

Gary Barton, First Executive Director, Office of Field and Information Services  
Division of Human Resources and Talent