

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

POSTED DATE: May 12, 2015

DEADLINE DATE: June 10, 2015

SCHOOL SOCIAL WORKER ASSIGNED VACANCY CIRCULAR NO. 8 , 2015-2016
(SUBJECT TO FUNDING AVAILABILITY)

POSITION: School Social Worker – Division of Early Childhood Education (DECE)
(FOR INTERNAL CANDIDATES ONLY)

LOCATION: Citywide Pre-K Programs, District, and Early Childhood Centers

Eligibility Requirements:

- New York State Licensed Master Social Worker
- Master of Social Work Degree
- At least 3 years of satisfactory related professional experience
- Satisfactory rating required for current NYC DOE appointed school social workers
- Prior NYC school social work experience preferred
- Must be NYC DOE Employee with Social Worker license or certification. Preference given to NYS Licensed Social Workers

Selection Criteria:

- Demonstrated excellence in oral and written communication skills
- Demonstrated experience working with young children and their families
- Demonstrated skill in developing appropriate strategies to support the development of social and emotionally responsive classrooms, knowledge of pro-active behavior management systems to support children with a full range of abilities and disabilities including basic knowledge of the Committee on Preschool Special Education (CPSE) processes.
- Demonstrated potential to develop relationships and work collaboratively with administrators, school staff, parents/families and community partners to develop effective systems of prevention and support to meet the differentiated needs of children
- Demonstrated ability to respond flexibly to a program's or families' needs
- Demonstrated potential to engage programmatic leaders in conversations about programmatic vision, staff development and support including setting goals with programs based on needs assessments, implementing strategies to meet those goals, monitor progress towards these goals, and adjust course when needed.
- 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
- Familiarity with UPK public school and NYC Early Education Centers (NYCEEC) in high priority areas
- Understanding of best practices in early childhood family engagement, curriculum, instruction and assessment and/or willingness to build knowledge and skills in these areas.
- Willingness and ability to travel to school assignments within and across districts
- Ability to deliver professional development to peers, school leaders, teachers and community groups
- Ability to deliver engaging, informative family workshops, based on the needs of children and families, with methods in place to monitor the effectiveness of the content presented and the delivery of the presentation.
- Evidence of strong presentation skills, critical thinking, problem solving and organization skills
- Demonstrated knowledge of and ability to use Microsoft Word, Excel, Outlook and PowerPoint
- Demonstrated ability to collect and record low inference observations
- Demonstrated ability to use data to set goals and develop strategies to achieve those goals, including the ability to refine goals after reflection and review.

Duties and Responsibilities:

With the expansion of Pre-K for All to full day programs for September 2015, provide focused, on-site supports and resources to families, teachers and leaders in NYCEECs and public schools with particular emphasis on programs in high priority areas.

- Manage caseload of multiple prekindergarten classes across schools in a given DECE Field Office area
- Collaborate regularly with teaching and learning and operations team colleagues in the DOE's Division of Early Childhood to provide a holistic case management approach to supporting pre-K programs to meet the needs of children and families. Support to program will involve
 - Differentiating strategies and methods of support for programs based on individual program needs
 - Varying levels of support to school leadership, teachers and families.
- In conjunction with DECE teaching and learning colleagues and school leader, identify needs of assigned schools, develop goals and implement strategies at schools in support of student achievement. This may include but is not limited to:
 - Engaging school leaders in conversations about supporting the developmental and learning needs of pre-K children and families through data-informed, evidence based practices.
 - Conducting team and individual meetings with teachers to support implementation of practices that promote the social and emotional development of children as per the New York State Foundation for the Prekindergarten Common Core Learning Standards, develop teacher capacity to implement positive

- behavioral and supports for children, and expand teachers' understanding and ability to leverage the CPSE process to support individual children's learning needs, as necessary.
- Conducting classroom observations and providing recommendations to teachers/families as needed to improve behavior management strategies and supports.
 - Working with school leaders and school-based teams to develop their capacity to build families' skills and knowledge to support their children's learning by creating a warm, welcoming and respectful environment for families, effective ongoing communications with families, engagement with families in joint decision making and extending learning activities between school and home.
 - Assisting in the implementation of successful transition and continuity experiences for children, their families and staff as children move to subsequent grades, including creating strong linkages between district and NYCEE programs
 - Leading the implementation of family engagement activities that support families to build the skills and knowledge to effectively support their children's learning in and out of the classroom
 - Providing ongoing consultation to families to build their knowledge and skills to support their children's education, including connecting families to community resources and services, understanding the developmental stages of their pre-K child, and understanding the CPSE process.
 - Providing crisis intervention services for children and families as needed
- Use data to inform support 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 All and other DECE initiatives, as needed.
 - 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)
 - Timely submission and accurate record keeping of all documents required by the DECE including but not limited to, timesheets, logs, escalation documentation.

SALARY/HOURS: As per the UFT collective Bargaining Agreement

WORK/SCHEDULE: As per the UFT collective Bargaining Agreement

APPLICATION: Please email cover letter, resume, and license to:

DECEHR@schools.nyc.gov

Please put **School Social Worker- Early Childhood Education Vacancy** in the Subject line of your email.

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, 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 1102, Brooklyn, New York 11201, or visit the OEO website at <http://schools.nyc.gov/OEO>

Approved: _____



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