

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

**Posted Date: March 14, 2013
Deadline Date: April 19, 2013**

Teacher Assigned Vacancy Circular No. 21 (2013-2014)
(SUBJECT TO BUDGET AVAILABILITY)

Position: Teacher Assigned A – Central Based (Various Office of Early Childhood Education Field office locations)
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; or
- Common Branches or Bilingual Common Branches license with a specialty in Early Childhood, or
- Permanent State Certification

Qualifications:

- Demonstrated understanding of developmentally appropriate standards-based curriculum, instruction, and assessment based on New York State Pre-kindergarten Foundation for the Common Core and the Common Core Learning Standards
- 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, including interdisciplinary units of study
- Demonstrated expertise in and ability to vertically integrate and scaffold standards within early childhood grades (Pre kindergarten 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

Duties and Responsibilities:

Work collaboratively with early childhood administrators and staff (e.g., principals, Community Based Organization directors) to set goals for quality improvement and strategically plan to reach those goals

- Support early childhood administrators and staff 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, including site-visits, for the implementation of the pre kindergarten through third grade curriculum
 - Organizing and supporting the ongoing assessment of pre kindergarten 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 pre kindergarten assessment 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

Duties and Responsibilities - continued

- 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 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 Pre kindergarten (UPK) Program and other Office 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 Analysts
- 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 April 19, 2013 to:

Michael Greenberg

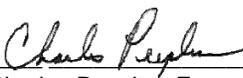
at:

EarlyChildhood@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, 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 and Information Services
Division of Human Resources and Talent