

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

**POSTED DATE: May 8, 2018
DEADLINE DATE: June 5, 2018**

TEACHER ASSIGNED VACANCY CIRCULAR NO. 1 2018-2019-REPOSTED
(SUBJECT TO BUDGET AVAILABILITY)

Position: Teacher Assigned – Reading Coach for Primary Grades – Mayor’s and Chancellor’s Universal Literacy Initiative (Multiple positions)
Office of Curriculum, Instruction and Professional Learning
One-year position - Option to reapply – Position commences September 2018

Location: Districts 1 to 32

Eligibility: Applicants must possess a valid New York State teaching certificate and be tenured in one of the following:

- Early Childhood Education (birth-grade 2)
- Childhood Education (Common Branch) (grades 1-6)

Selection Criteria:

- A minimum of five years successful teaching experience involving primary grades early literacy instruction and assessment.
- Demonstrated knowledge of early reading and writing acquisition and development, including foundational skills in reading and writing.
- Proven experience and expertise in the implementation of a standards-based English language arts (ELA) curriculum/program.
- Excellent oral, written, and interpersonal communication skills.
- Excellent presentation skills.

Preferred:

- Possession of a Literacy (birth-grade 6) New York State teaching certificate.
- Knowledge of and commitment to research-based/proven approaches to core early reading and writing instruction; differentiated instruction as applicable for students learning English as a new language, for students with disabilities, and for students striving to learn to read; data-driven decision-making; outcome-based accountability; and continuous adult learning, all as drivers of improved student achievement in literacy.
- Understanding of national, state and city ELA standards and the research literature, common research-based/proven ELA curricular protocols, programs and technologies, theory concerning the science of reading, and connected research-based/proven practices.
- Ability to interpret, apply, and disseminate this knowledge and research base for implementation by teachers.
- Experience in providing in-class coaching, conducting collaborative planning meetings, and facilitating professional learning.
- Well-developed ability to analyze, organize, and clearly explain data to indicate impact and implications for early reading and writing instruction.
- Success in working collaboratively with other professional staff on early reading and writing instruction, curricular implementation, and assessment.
- Willingness to attend a three-week training program in July 2018 (Monday, July 9th to Friday, July 27th) designed to prepare those hired for the duties and responsibilities of the role. (Per session staff development rate will be paid.)

Duties/Responsibilities:

The Mayor’s and Chancellor’s Universal Literacy Reading Coach for Primary Grades will be responsible for providing in-classroom coaching, facilitating in-school professional learning, and leading collaborative planning meetings with all primary grade teachers in the school(s) to which they are assigned.

- Provides in-classroom coaching on all elements of reading and writing instruction and assessment for K-2 teachers that may include any of the following activities: visiting, debriefing, co-planning, modeling, co-teaching, and side-by-side coaching.

- Conducts school/teacher/student needs assessments and analyzes data at key points in the year to determine ELA areas requiring emphasis and support.
- Prepares professional learning workshops on research-based/proven primary literacy instruction and assessment to be delivered during after-school professional learning time and/or during collaborative planning time during the school day. The professional learning sessions will include support for literacy content, pedagogy, assessment, and resources.
- Develops the year-long professional learning plan for literacy instruction and assessment for all K-2 teachers in the school(s) to which the coach is assigned.
- Facilitates collaborative meetings with K-2 teachers to plan literacy units, lessons, small-group work, interventions, and student assessments that provide diagnostic information and monitor growth.
- Coordinates schedules, distribution of materials, and provides any needed professional development and administrative support for formative assessments of K-2 students.
- Reports progress in meeting periodic benchmarks to the school-administration, local community school district superintendent, and central office and provides revision and/or intervention plans as needed to ensure these benchmarks are being met.
- Distributes literacy newsletters periodically to all school-based staff to celebrate the literacy work being done, provide resources related to early reading and writing acquisition/development, and announce upcoming professional learning sessions.
- Works with teachers, school administration, and school support staff to submit the ordering of any materials needed for literacy instruction and assessment in K-2 classrooms.
- Provides periodic workshops and distributes occasional newsletters for family members to support literacy development at home.
- Attends ongoing professional learning sessions for reading coaches provided by DOE central staff and implements the work studied in these sessions on content, pedagogy, assessment, resources, social-emotional learning, and craft (coaching) in the school(s) to which the coach is assigned.
- Performs other duties as assigned by the Initiative's Instructional Support Team and Director.

Hours: As per UFT Collective Bargaining Agreement: 8:00 a.m. – 4:00 p.m., Monday through Friday

Work Year: School year plus five additional days during winter, spring, or summer vacation period. Position commences **September 2018**.

Salary: As per UFT Collective Bargaining Agreement

Applications: Please use the URL below to apply **by June 5, 2018**.

<https://nycdoe-ulitreadingcoach-apply.fluidreview.com/>

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, national origin, alienage and citizenship status, age, marital status, disability, sexual orientation, gender (sex) or prior record of arrest or convictions (except as provided by law), and to maintain an environment free of discriminatory harassment, including sexual harassment, or retaliation, as required by civil rights law. Inquiries regarding compliance with this equal opportunity policy may be directed to: Office of Equal Opportunity, 65 Court Street, Room 1102, Brooklyn, NY, 11201.



APPROVED: _____

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