



**DEPARTMENT OF EDUCATION
DIVISION OF HUMAN RESOURCES
JOB DESCRIPTION FORM**

Job Title: Instructional Specialist for Primary Grades Literacy
Civil Service Title/License: Education Administrator - Senior Instructional Program Management Specialist, Inst Spec (EA68)
Grade/Level (if applicable): L4
Organization: Division of Early Childhood Education
Office: Universal Literacy Initiative
Budget Accountability: N/A
Position #: 006609AAAA

Position Summary: The New York City school system is the largest in the country, composed of 1.1 million students and 75,000+ teachers in over 1,800 schools. The Mayor's and Chancellor's Universal Literacy Initiative (ULIT), managed by the Early Literacy Team within the Division of Early Childhood Education, is striving to ensure that all students complete the second grade reading at grade level.

The Instructional Specialist for Primary Grades Literacy (ELA) is responsible for the ongoing development and support of ULIT reading coaches, the design and delivery of professional learning experiences and associated resources for coaches and schools, and the creation and provision of instructional guidance in support of teachers, administrators, Field Support Center personnel, and district team members. Performs related work.

Reports to: Director of Primary Grades Literacy (ELA) in the Division of Early Childhood Education

Direct Reports: N/A

Key Relationships: ULIT reading coaches, teachers, principals and assistant principals, district team members, Field Support Center personnel, relevant New York City Department of Education (DOE) central staff, and external ELA specialists and institutions.

RESPONSIBILITIES

- Develops and supports ULIT reading coaches in their work to build teacher knowledge and skill level in early reading and writing acquisition and development, particularly research- and standards-based curricula, instruction, assessment, and intervention for the primary grades.
- Communicates with and provides constructive feedback to coaches on an ongoing basis via email, telephone, and on-site school visits.
- Communicates with and builds relationships with school building leaders to strengthen the collaboration between these leaders and their assigned coaches.
- Designs and delivers high-quality professional learning experiences and associated resources for coach summer training and the year-long professional learning series in alignment with components of the Initiative's Model for Professional Learning: content, pedagogy, assessment, resources, social-emotional learning/development, and craft (coaching).
- Assists the Director of Primary Grades Literacy (ELA) with the creation and provision of curricular, instructional, assessment, and intervention guidance to and resources for teachers, administrators, Field Support Center personnel, and district team members in order to build system capacity.
- Gathers, analyzes, and synthesizes data (including school-based assessment data and digital coaching data) at key points in the year to inform coaching support, academic intervention, and general decision-making.
- Maintains accurate narratives and other record-keeping on supervisory school visits, submitted shortly after each visit.
- Provides general operational support to the Director of Primary Grades Literacy (ELA) as well as the Early Literacy Team.
- Works collaboratively on cross-functional initiatives with other DOE divisions and offices.

- Conducts and stays abreast of subject area research to remain current with the latest developments in the area of primary grades ELA, and works collaboratively in sharing these resources.

Qualification Requirements:

Minimum

Applicants must possess a valid New York State certificate in School Administration/Supervision (SAS), School District Administrator (SDA) or in School Building Leadership (SBL).

Plus

- State certification in reading/literacy, Early Childhood Education (birth-grade 2), Childhood Education Common Branch) (grades 1-6), and/or special education. (A bilingual extension is helpful but not required.)
- Five years of successful and recent primary grades early literacy teaching experience, with exposure to multiple research- and standards-based curricula, pedagogical approaches, and methods of assessment and intervention.
- Demonstrated knowledge of early reading and writing acquisition and development.
- Experience in instructional coaching or staff development in the area of literacy, with experience in early literacy.
- Experience with the design and delivery of professional learning experiences in early reading and writing acquisition/development and instructional coaching.
- Experience with managerial/supervisory, administrative, and instructional leadership roles and responsibilities at the school/district/central office level.
- Strong attention to detail and extremely well-organized; ability to meet frequent and changing deadlines.
- Demonstrated good work habits, including punctual and regular attendance and efficient use of time.
- Excellent oral, written, and interpersonal communication skills; strong public speaking and presentation skills.
- Excellent interpersonal skills, including the ability to work cooperatively on a team.
- Excellent computer skills, with demonstrated experience using MS Word, Excel, and PowerPoint.

Preferred

- Prior experience as an instructional specialist or staff developer or consultant working to assist teachers in the development and implementation of effective teaching practices.
- Prior supervisory experience at the elementary level.
- Success in working collaboratively with other professional staff and outside organizations and experts on program implementation, instructional issues, , assessment, intervention, and program evaluation.
- Well-developed ability to analyze, organize, and clearly explain data to indicate impact and implications for practice.
- Commitment to outcome-based accountability, data-driven decision-making, differentiated instruction, and continuous adult learning as drivers of improved student outcomes.
- Well-versed in National, State, and City ELA standards and research literature.
- Understanding of the specific culture and organizational structure of New York City public schools.