

## TEACHER VACANCY CIRCULAR (2020 - 2021)

### **(SUBJECT TO BUDGET AVAILABILITY)**

**POSITION:** Virtual Content Specialist

**LOCATION:** Various locations

### **Eligibility Requirements:**

- Must be a current, full-time NYCDOE educator (with at least one class of record; 40% of your time spent in the classroom).
- Must have received an *Advance* overall rating of "Highly Effective," "Effective," (or "Satisfactory," if applicable) for the 18-19SY.
- New York State teaching certification in the appropriate content area, appointed in that license area for a minimum of three years.

### **Position Summary:**

Virtual Content Specialists (VCS) will provide instructional content for both in-person and remote instructors in accordance with approved NYCDOE curricula. VCS will be hired across grade levels and content areas and must have appropriate experience and credentials. In addition, there will be Multilingual and Special Education-specific VCS roles.

### **Expectations of the VCS roles**

VCS will work with the Office of Curriculum, Instruction, and Professional Learning (CIPL) Open Educational Resources (OER) curriculum point to identify the essential learning for each week of the month ahead. Essential learning for each week will represent learning that is pivotal in meeting and achieving the expectations outlined in grade level standards. Next Generation Learning Standards (NGLS) and Culturally Responsive-Sustaining Education (CR-SE) alignment, consistent with Priority Standards and Learning Maps, as well as Blended Learning and Content Specific Considerations, will inform selection of the instructional materials to be developed by the VCS. Sample of VCS instructional materials may include:

- Short video and/or written explanation of a lesson and how it relates to grade level standards and priority learning as well as connections to learning from previous grades
- Video mini-lessons related to lesson objectives that may include modeling, examples and procedural guidance
- Guidance on how remote and blended teachers can create opportunities for guided practice while using video mini-lessons
- Short videos and/or written explanations of how to use adjust instructional approaches when using materials to be more culturally responsive and sustaining using the NYSED CR-SE Framework
- Short videos and/or written explanations of how to assess unfinished learning aligned to Priority Learning Standards and how to use this information to address unfinished learning in the context of grade level work through differentiated, strategic instruction

- Short videos and/or written explanations of common misconceptions and how this can be used to inform assessment of student learning and work (specific attention will be paid to how this relates to Multilingual learners and students with disabilities)
- Short videos and/or written explanations related to various digital tools that support assessment of student learning (i.e., Google Forms, interactive rubrics and checklists, etc.).

The VCS is expected to create a minimum of 3 videos per week.

## **DUTIES AND RESPONSIBILITIES**

The VCS will develop and provide instructional content for both onsite and remote instructors. For their designated grade level and/or content area(s) or specialty, the VCS will:

- Create content aligned to the respective course scope and sequence and learning standards that will be uploaded to a school's chosen learning platform.
- Create instructional materials and assignments that are differentiated for a variety of learners, including English/Multilingual learners and students with disabilities, that is culturally relevant and aligned to NGLS standards.
- Create and upload video mini-lessons that align to NYCDOE-approved curricula and scope and sequence, that teachers—whether in-person or remote--can access and upload into their own classes.
- Curate instructional resources that teachers can access and upload into their own classes.
- Design curriculum- and standards-aligned sample rubrics and grading criteria that can be used by in-person and remote teachers.
- Participate in and facilitate routine professional learning.
- Collaborate with other VCS to share resources and best practices.
- Collaborate with onsite and remote teachers during Instructional Coordination periods.
- Coordinate and collaborate with the Department of Curriculum, Instruction, and Professional Learning and where applicable, the UFT Teachers Center to develop and adapt resources, engage in professional learning, and share resources and best practices.

### **Selection Criteria:**

- Demonstrated expertise with the delivery of remote instruction
- Demonstrated experience with developing and facilitating professional learning and the needs of adult learners
- Preferred experience with curriculum implementation and standards alignment
- Demonstrated expertise with various online educational platforms
- Experience with differentiating lessons and learning materials for a variety of levels
- Willingness and ability to continue in this role in the event of transition to fully remote instruction.
- Evidence of outstanding instructional delivery
- Demonstrated leadership and/or recognition in teaching in the related content area/specialty

[Use this online form to express interest in the position](#) and you will be provided with the application to apply. Applications will be reviewed on a rolling basis by a DOE-UFT committee to determine VCS selections.

Please note that once the VCS position has been filled for a specific curriculum/grade level or license area, applications will no longer be reviewed. Applicants who apply for a VCS position that has already been filled will be notified that the position is no longer available.

**Salary:**

VCS will receive additional compensation of \$12,500 over and above applicable contracted annual salary for one year, contingent upon the selected candidate remaining in the position at the school through the 2020-2021SY.

**Work Schedule:**

As per the NYC DOE-UFT agreement, in addition to normal school hours, VCS will:

- Conduct VCS responsibilities for a minimum of five (5) hours per month outside the contractual work day, according to a schedule created by the VCS and approved by the supervisor.
- Participate in approximately 5 days of professional development activities, in addition to the contractual work day, periodically throughout the school year to support development in the role as VCS.

Where applicable, VCS duties can be performed during the contractual professional period.