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<b>Job Title</b>	Instructional Coach and Professional Learning Developer
<b>PVN ID</b>	GS-2502-006726
<b>Category</b>	Research
<b>Location</b>	The GRADUATE CENTER
<b>Department</b>	Bridges to Academic Success
<b>Status</b>	Full Time
<b>Annual Salary</b>	\$82,000.00 - \$85,000.00
<b>Hour(s) a Week</b>	35
<b>Closing Date</b>	Apr 27, 2025 (Or Until Filled)

## General Description

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Bridges to Academic Success, a project of the Graduate Center, CUNY, provides educational services and advocates for newcomer multilingual students who enter U.S. schools with limited academic skills, including low levels of literacy and numeracy in their home languages through school programming, curricula, and professional development for educators. We train teachers and administrators to support Students with Interrupted and Inconsistent Formal Education (SIFE) and Newcomer multilingual learners with implementation of our curricular materials and resources. Bridges is grant-funded by the New York State Education Department (NYSED).

We are looking for a full-time Instructional Coach and Professional Learning Developer to join our team of coaches, professional learning developers, curriculum developers and researchers serving teachers of secondary learners, grade 6-12.

The ideal candidate will have a language and literacy background, with a background in foundational reading instruction. Candidates will have familiarity in teaching a range of content areas, including foundational literacy, English Language Arts (ELA) and foundational math.

Candidates will have experience teaching SIFE and Newcomer English learners and, preferably, bilingual in Spanish. The candidate will have some experience coaching teachers and/or leading and designing professional learning. The candidate will be expected to engage in project management and manage deadlines.

Under the general supervision of the RF (Research Foundation) Project Director/RF Principal Investigator (RFPI) the Instructional Coach will be responsible for providing services in coaching, and professional learning in alignment with the overall project goals and deadlines of the larger Bridges program and the extensive systems required to develop and implement multiple Bridges projects across New York State.

In addition, they will be responsible for making curricular updates to hone resources for teachers in collaboration with the team and in response to research and evaluation results.

To accomplish this, the Instructional Coach will maintain rigorous standards of project design and time management, meet regularly with team members to review projects, evaluate progress, set standards, and establish intermediate goals. They will be responsible for communicating efficiently about deadlines and content with all stakeholders about deliverables.

## Other Duties

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The Instructional Coach will lead an annual year-long, online professional learning course, including synchronous and asynchronous learning opportunities, for a variety of Bridges-NYSED programs. This includes developing all professional learning materials and building a professional learning community among New York State teachers.

In addition, they will develop and facilitate professional learning and coaching more broadly for secondary ENL and content-area teachers, including an emphasis on language development and scaffolds required to meet the needs of all newcomer ELLs. This will require both individual and collaborative work, on-site and remotely, with teachers and in professional development workshops, with the goal of supporting teachers to accelerate the learning of SIFE and newcomers in language and literacy.

The coach will be responsible for designing and creating content as well as short videos to support teacher professional learning. All coaches and professional developers are expected to keep logs of their work and debrief on a weekly or biweekly basis with their direct supervisor, who will also offer training and support. Other tasks will be discussed and designed as needed. In addition, the person in this role will manage a cohort of teachers throughout the year for multiple content areas.

Start Date: April 15, 2025 with flexibility in start date due to school year

## Qualifications

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### **Required Qualifications**

- Bilingual in Spanish or possibly other newcomer languages;
- Familiarity with foundational reading, reading instruction;
- 5+ years experience teaching literacy at the K-12 level, preferably at the upper elementary level, with at least some exposure to working with secondary learners;
- 3+ years experience working with and teaching English Language Learners and preferably SIFE and newcomers;
- Experience coaching or mentoring teachers;
- Experience designing and facilitating professional learning sessions for teachers;
- Strong track record of managing deliverables for external stakeholders;
- Interest in learning Bridges instructional methods, coaching model and design of professional development sessions;
- Knowledge and experience with curriculum development and design, including backwards design and the integration of content and language objectives;
- Willingness to give and receive feedback on work and to revise in response to feedback;

- Ability to develop and adhere to project management timelines and independently manage time effectively;
- Ability to adapt to different school contexts; for example, different secondary grade levels, regional differences, school size and population of SIFE and newcomers;
- Facility with online platforms or technology including Google Suite; MSOffice; Adobe Acrobat; familiarity and interest in learning additional technology applications as needed;
- Ability to fulfill a hybrid position, i.e., remote work plus required school visits across Long Island, New York City, and Hudson Valley, occasionally areas of upstate and the West New York region.

### **Preferred Qualifications**

- Experience working with teacher teams.
- Experience with Foundational Math curriculum and instruction.