



Boston Teacher Residency Job Descriptions English as a Second Language (ESL) Induction Coach

The Boston Teacher Residency (BTR) is the Boston Public Schools' (BPS) own teacher preparation program. Aspiring teachers, called Teacher Residents, spend a full school year working with a Mentor teacher in a BPS classroom four days per week. Residents participate in a specialized curriculum tailored to BPS' reform agenda one full day a week, after school, and in summer sessions before and after the school year. They earn a Massachusetts Initial Teacher License in their primary academic content area, partial credit toward dual licensure in special education, and a master's degree in education from UMASS/Boston. BTR Induction Coaches and BPS New Teacher Developers work in collaboration to support graduates for three more years, helping them develop from novice-teacher to teacher-leader with a goal of building a critical mass of like-minded, effective teachers equipped to bolster school and district improvement efforts.

The success of BTR is measured by the staying power and quality of its graduates, and ultimately, by their ability to support BPS students to achieve high academic standards, minimally described as one year's worth of growth. In order to help retain quality teachers, BTR has established a comprehensive and differentiated early career teacher induction program for its first-, second-, and third-year graduates. To provide this support, BTR seeks to recruit, hire, and train outstanding Induction Coaches.

BTR is currently seeking ESL Induction Coaches.

Primary responsibilities include:

- Develop the skills of early career teachers through use of content-focused coaching methods that keep student understanding and achievement, instructional practices and content at the center of their work (Unit planning and design, observation and use of low-inference scripting and video, pre- and post-conferencing, co-teaching, public teaching, lesson study, LASW)
- Stay current and abreast of current research, underlying theories of practice, and state and national standards in the content area and bring this learning to bear in the work with BTR graduates
- Provide professional learning opportunities that advance the content knowledge needed for teaching and the instructional practices of early career teachers
- Provide professional learning opportunities for early career teachers to develop and analyze a range of assessment data in an on-going effort to measure student achievement and plan for instruction
- Establish and maintain trusting, confidential, non-evaluative, and professional relationships with early career BTR teachers and school staff
- Communicate regularly with principals and/or headmasters and other school-based support staff to promote, coordinate and facilitate school-based induction efforts and professional learning communities among BTR graduates and their colleagues
- Confer with BTR Induction Director, Coaches and early career teachers to coordinate and plan for targeted support

- Participate in extensive bi-monthly professional learning community with other BTR Induction Coaches to study and develop effective coaching practices that support teacher development and student achievement through the use of case studies, coaching dilemmas, , current research, and coaching-the coach sessions
- Participate in professional development with other BTR and BPS colleagues (Site Directors, Instructors, New Teacher Developers, Mentors) to strengthen and ensure seamless program alignment
- Maintain up-to-date files on early career BTR teachers and submit documentation of work with teachers to BTR Induction Director
- Actively contribute to the support of overall program goals by building personal leadership capacity and assuming leadership responsibilities
- Conduct other activities as determined by the BTR Induction Director

Responsibilities for the *English as a Second Language Induction Coach* also include:

- Provide ongoing guidance in developing and implementing ESL lesson units and modules to BTR Graduates
- Work closely with other BTR Induction Coaches to provide professional development opportunities on topics related to English Language Learners, Sheltered English Immersion and English as a Second Language
- Serve as resource for BTR graduates' school communities on ELL instructional programming, policies and procedures
- Participate as co-facilitator in SEI PD training provided to BTR Residents
- Facilitate BTR teacher access to instructional resources, high level curriculum, and supports for English Language Learners and their teachers.

Required Qualifications

- Masters degree in ESL teaching, TESOL, or Applied Linguistics
- Minimum three years ESL teaching experience in an urban K-12 district
- Experience in facilitating adult learning and/or experience with supervision
- Ability and willingness to co-facilitate and/or lead professional development sessions
- Ability to work effectively in a collaborative team environment
- Excellent oral and written communication skills
- Passion for social justice and educational equity
- Sense of humor a plus

Preferred Qualifications

- Experience with assessments for initial identification and English Language Development
- Experience teaching courses in SLA theories and ESL pedagogy
- Fluency in a language other than English, preferred
- Knowledge of ELL instructional Programming

To Apply

Please send resume and cover letter to jobs@bpe.org or you may mail your information at the address below.

Lynne Godfrey, Induction Director
Boston Teacher Residency

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For more information about BTR, please go to: www.bpe.org/btr.

*Boston Plan for Excellence/Boston Teacher Residency is an Equal Opportunity Employer
Women and people of color are encouraged to apply*