



## **Boston Teacher Residency Job Descriptions Secondary Mathematics/Science Induction Coach Positions**

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 content specific Induction Coaches.

### ***BTR is currently seeking Secondary Mathematics and Science Induction Coaches.***

The **Induction Coach** will have primary responsibility for the induction of early career BTR teachers.

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

### **Required Qualifications**

- Masters degree in education or related field
- Minimum three years teaching secondary mathematics and/or science 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

### **Preferred Qualifications**

- Experience working with a range of learners and learning styles
- Experience leading professional development sessions
- Familiarity with Massachusetts Mathematics and Science Curriculum Framework
- Experience with analysis and the use of data to inform instruction
- Passion for social justice and educational equity
- Sense of humor, a plus

### **To Apply**

Please send resume and cover letter to [jobs@bpe.org](mailto:jobs@bpe.org) or you may mail your information at the address below.

Lynne Godfrey, Induction Director  
 Boston Teacher Residency  
 Boston Plan for Excellence  
 6 Beacon Street, Suite 615  
 Boston, MA 02108

For more information about BTR, please go to: [www.bpe.org/btr](http://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*