

Virtual Content Specialist

Role Overview & FAQs



Overview of the Virtual Content Specialist Role

Virtual Content Specialists (VCS) will provide instructional content for both onsite and remote instructors in accordance with approved NYCDOE curricula. VCS are highly skilled educators who have strong technical skills and have demonstrated expertise with the delivery of remote instruction. They are able to differentiate lesson and learning materials to meet diverse student needs and have a proven track record of delivering outstanding and engaging instruction. They have experience with standards-aligned curriculum implementation and have exhibited expertise with various online educational platforms.

The NYCDOE, in partnership with both the UFT and CSA unions, seeks to fill VCS positions for multiple curriculum and grade levels. In order to perform the duties and responsibilities listed below, VCS should be familiar and have experience with one of the following curricula and be licensed in the appropriate content area. Note that you are eligible to apply even if you don't teach the curricula below. Content created by VCS must align to Open Educational Resources (OER) so that all teachers have access.

Grade Level and Subject	Curriculum
K-8 ELA	Houghton-Mifflin Harcourt (HMH)
K-5 Math	EngageNY and Khan Academy
6-8 Math	Illustrative Mathematics and Open Up Resources
K-8 Social Studies	Passport to Social Studies
K-5 Science	Core Knowledge and CK-12
6-8 Science	SCALE Science
9-12 ELA, Math, Science and Social Studies	ELA: Houghton-Mifflin Harcourt (HMH) Collections Math: New Visions and Illustrative Math Science: New Visions/ cK-12 SS: Passport to Social Studies

Multilingual Learner-specific (MLL) VCS should be familiar and have experience with one of the following curricula and be licensed in the appropriate content area:

MLL VCS	
Grade level and Subject	Curriculum
K-5 ENL and standalone ELA	ENL: ReadWorks, Teaching Tolerance ELA: HMH Into Language
6-8 ENL and standalone ELA	ENL: Teaching Tolerance, ELA: HMH Into Language
9-12 ENL and standalone ELA	HMH Into Literature
K-5 Spanish as a home language	HMH Arriba La Lectura
K-5 Science	Core Knowledge/ cK-12
6-8 Science	SCALE Science
9-12 Science	New Visions/ cK-12
K-5 Social Studies	Passport to Social Studies

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6-8 Social Studies	Passport to Social Studies
9-12 Social Studies	Passport to Social Studies
K-5 Math	Engage NY/ Khan Academy
6-8 Math	Illustrative Mathematics and Open Up Resources
9-12 Math	Illustrative Mathematics
9-12 World Language	Public Domain available resources

Special Education-specific VCS should be familiar and have experience with one of the following curricula and be licensed in the appropriate content area:

Special Education VCS	
Grade Level and Subject	Curriculum
K-8 ELA	Houghton-Mifflin Harcourt (HMH)
9-12 ELA	To be determined
K-5 Math	Engage NY/ Khan Academy
6-8 Math	Illustrative Mathematics and Open Up Resources
9-12 Math	New Visions/ Illustrative Mathematics
K-12 Social Studies	Passport to Social Studies
K-5 Science	Core Knowledge/ cK-12
6-8 Science	SCALE Science
9-12 Science	New Visions/ cK-12
Alternate Assessment (ELA, Math, Science, Social Studies, Life Skills Focus)	To be determined

Please note that there are a limited number of roles available and a teacher may be deemed eligible but not selected to serve in a VCS role this year.

Review the job posting [here](#).

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➤ **What are the eligibility requirements for the VCS Role?**

In order to be eligible to apply for this role, teachers must:

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

➤ **Is supervisor approval required prior to applying for the VCS Role?**

Supervisor approval is not required; however, applicants are strongly encouraged to connect with their school leader/supervisor prior to applying for this role to confirm that they are able to meet the expectations of this role.

➤ **What teaching licenses are required for the VCS Role?**

VCS positions in the school/district may include, but are not limited to, the following teaching licenses:

Childhood Licenses	5-9 Licenses	7-12 Licenses	K-12 Licenses
Childhood Education <ul style="list-style-type: none"> • Grades Pre-K-6 • Grades 1-6 • Birth-6 	English Mathematics Social Studies Foreign Languages* Sciences <ul style="list-style-type: none"> • Biology • Chemistry • Earth Science • Physics 	English Mathematics Social Studies Sciences <ul style="list-style-type: none"> • Biology • Chemistry • Earth Science • Physics Students with Disabilities <ul style="list-style-type: none"> • Generalist • English • Mathematics • Social studies • Biology • Chemistry • Earth Science • Physics Foreign Languages* Literacy (Grades 5-12)	Arts <ul style="list-style-type: none"> • Dance • Theatre • Visual Arts Blind & Visually Impaired Business and Marketing Deaf and Hard of Hearing English to Speakers of Other Languages Bilingual (K-5) Family and Consumer Sciences Health Education Library Science Physical Education Reading Teacher Special Education Speech and Language Disabilities Technology Education
Early Childhood Education (Birth – Grade 2) <ul style="list-style-type: none"> • Literacy (Birth – Grade 6) • Students with Disabilities (Grades 1-6) 	Students with Disabilities Literacy (Grades 5-12) Generalist in Middle Childhood Education		

For a list of Foreign Languages and Career & Technical Education certifications, [follow this link](#).

➤ **What are the expectations of the VCS role?**

VCS will work with the Office of Curriculum, Instruction, and Professional Learning (CIPL) 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. NGLS and CR-SE alignment, consistent with Priority Standards and Learning Maps, as well as Blended Learning and Content Specific

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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.

➤ **What are the duties and responsibilities of the VCS Role?**

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 (CIPL) and where applicable, the UFT Teacher Center to develop and adapt resources, engage in professional learning, and share resources and best practices.

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In addition to the duties and responsibilities above, the Multilingual Learner-specific (MLL) VCS will:

- Use CIPL-developed materials (Math, Social Studies, Science and ELA) to showcase how the content can be enhanced to meet the needs of all MLLs/ELLs
- Enhance materials developed by CIPL using DML designed Scaffolding Guide
- Collaborate with CIPL content lead to design resources for ELLs

In addition to the duties and responsibilities above, the Special Education VCS will:

- Model specially designed instruction and differentiated pedagogical strategies using the current OER curriculum, for delivery in Integrated Co-Teaching and Special Class Settings
- Demonstrate adaptations, modifications and scaffolds of the current OER curriculum in place
- Apply New York State Alternate Assessment Conceptual Areas to current OER curriculum in [ELA](#), [Math](#) and [Science](#)
- Connect current OER curriculum to practical application and functional life skills for students participating in Alternate Assessment
- Collaborate with other General Education and Multilingual Learner VCS

➤ **How will teachers apply and be selected for the VCS role?**

Teachers interested in [applying for the VCS role](#) will engage in a qualification process that includes submission of a written application and video interview. Select teachers (i.e., teachers formally qualified for a Teacher Career Pathways (TCP) teacher leader role, teachers working with the UFT Teacher Center, teachers engaged in the Remote Teaching Pilot, 2020 Big Apple Award winners and finalists) will be exempt from the written application and required to submit the video interview only.

Live interviews will not be held for the VCS role. Teachers will be asked to record their interview responses and upload them into our application system. Pre-recorded interview responses will be reviewed by a DOE-UFT committee to determine qualification for the VCS role. Additional guidance on the interview process will be provided after submission of eligibility and applicant information forms on our [online portal](#).

The DOE-UFT committee will determine who is selected to serve in the available positions, specific to the curricula, grade levels, and license areas associated with this role. Please note that there are a limited number of roles available and a teacher may be deemed eligible but not selected to serve in a VCS role this year.

Selection criteria for the role are as follows:

- 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

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➤ **Do I need to apply for the VCS role if I am already a qualified teacher leader?**

Yes, TCP teacher leaders (Model Teacher, Peer Collaborative Teacher, and Master Teacher) must apply for the VCS role; however, they will be exempt from the written application and must only submit the video interview. We strongly encourage staffed teacher leaders to carefully consider the responsibilities and commitments of each role when making a decision on whether or not to apply. If you are formally staffed in a teacher leader role this year, you will be expected to perform all responsibilities for both roles. Taking on both roles will create a large workload, thus we urge you to consider both personal and professional obligations before moving forward.

➤ **How will teachers be compensated for the VCS role?**

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 their school-based position and VCS role through the 2020-2021SY. Once designated as a VCS in Galaxy, compensation will be evenly distributed over the course of remaining paychecks for the 2020-21 school year. This salary addition will not appear as a separate line item on the pay stub; rather, it is embedded into annual salary. Note that compensation will be prorated for the time serving in the role (i.e., the increase will go into effect upon appointment to the position and will end at the conclusion of the school year or whenever the position ends).

➤ **What is the work schedule for the VCS role?**

As per the NYC DOE-UFT agreement, VCS will:

- Upload a minimum of 3 videos each week, which we anticipate will take 4-5 hours/week
 - Length of video may differ based on grade level or subject area. All video submissions should be approximately 7-10 minute mini-lessons. [VCS supervisor](#) will support in determining specifics around submission.
- Conduct VCS responsibilities ([listed above](#)) 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.
 - The 5 additional hours will be used for training and operational needs associated with the role
- 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 as well as daily prep period; however, we encourage you to consider the needs of your school community when planning your work schedule. VCS can work with their school leader and VCS supervisor to plan accordingly.

➤ **Who will supervise the VCS?**

The VCS will continue to be staffed as a teacher of record at their school of record and will be supervised by their school leader. CIPL will coordinate the VCS role, providing guidance on resource and video submission and offering professional development. All submissions will be reviewed centrally prior to being shared.

If you have any questions about the VCS role or application process, feel welcome to email us at teacherleadership@schools.nyc.gov.