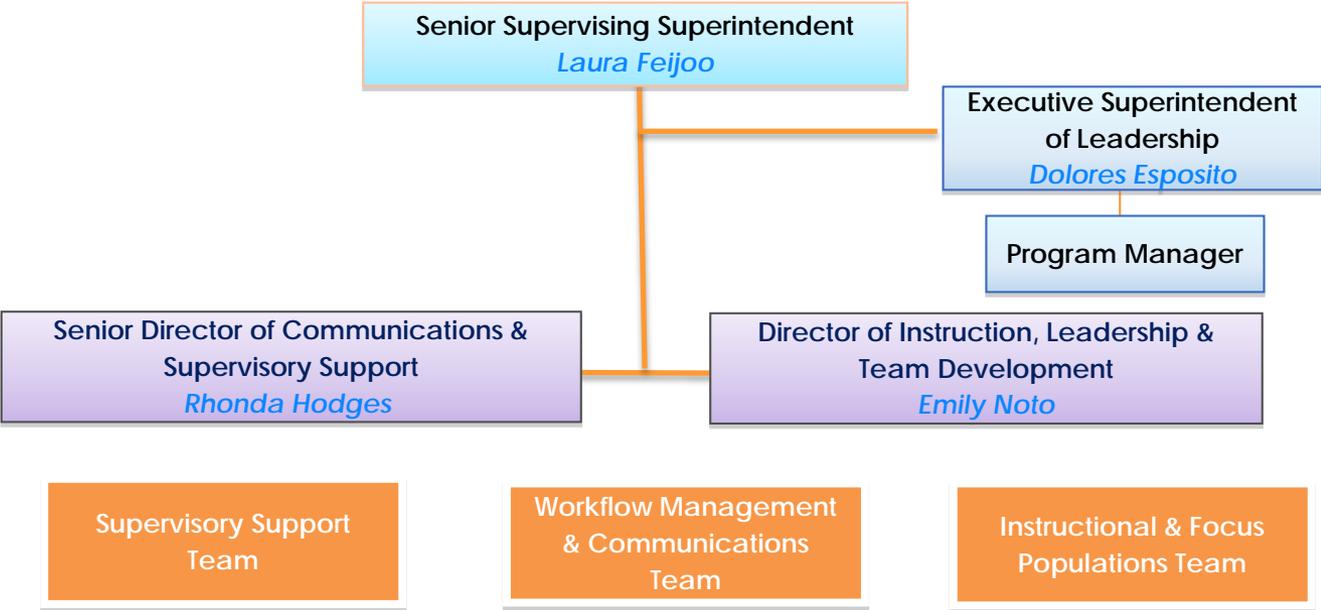


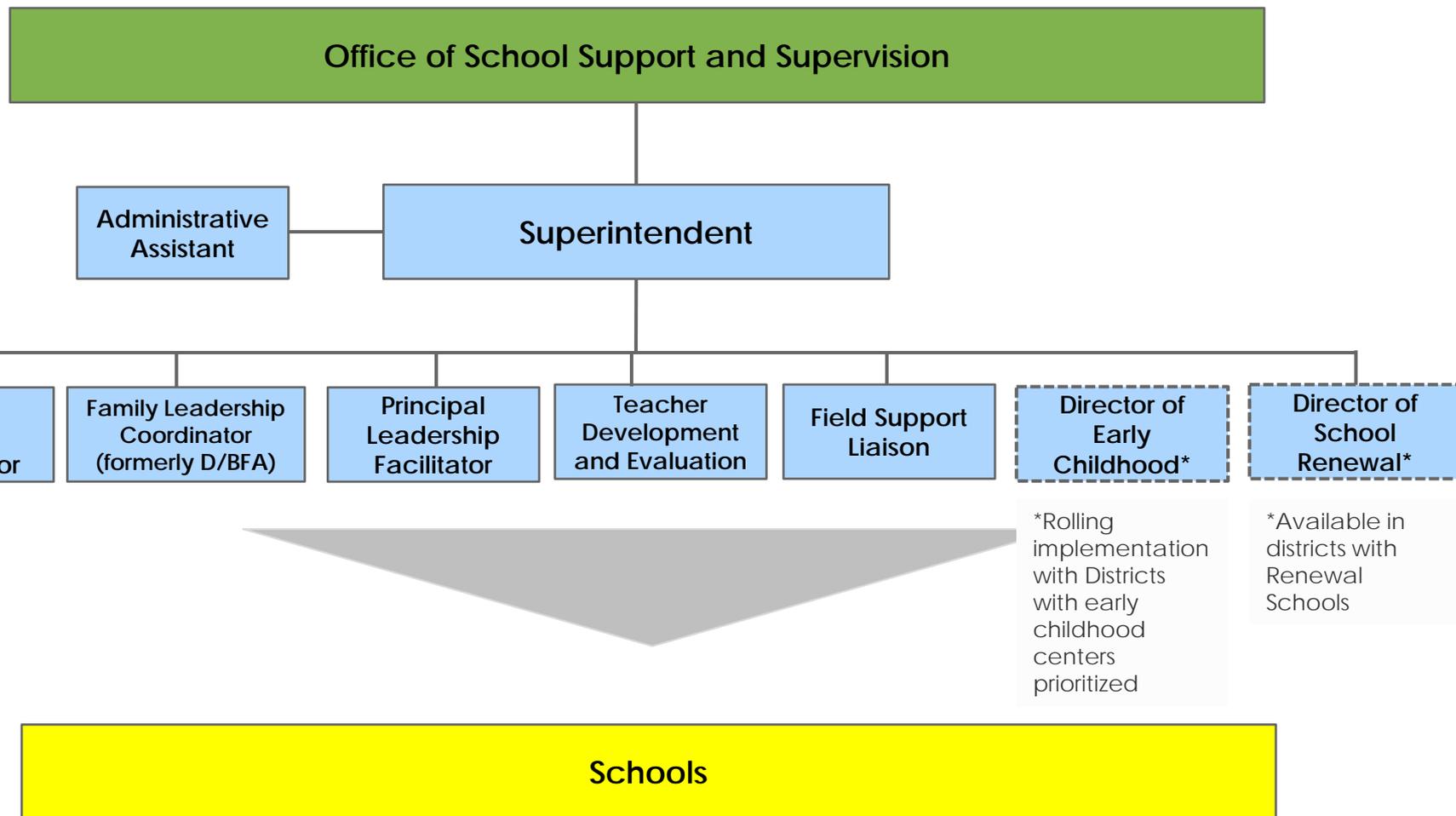
# Division of School Support & Supervision



# Office of School Support & Supervision



Superintendents ensure that schools meet student achievement goals, operate in alignment with the Framework for Great Schools, serve as the rating officer for principals, provide evaluative supports, and act as a partner to the local community.



# Principal Leadership Facilitator (PLF)

- Serves as the superintendent's primary designee & key instructional support
- Acts as the superintendent's designee for evaluative visits
- Supports the superintendent in improving the performance of district principals with respect to educational effectiveness and school performance
- Conducts school visits and onsite coaching to school leaders to develop leadership capacity and strategic plans for curriculum, instruction, and organizational management

# Field Support Liaison (FSL)

- Acts as an intermediary between the Superintendent's office and the Borough Field Support Center (BFSC)
- Ensures comprehensive assessment of schools, using a variety of data sources, and facilitates accurate alignment of supports from the BFSCs to district schools
- Supports schools with any concerns regarding BFSC services and provides guidance on streamlining supports
- Provides support to the Superintendent and PLF related to professional development and on-site coaching to school principals and instructional staff to analyze data, assess the impact of professional development, and monitor and revise their goals

# Family Support Coordinator (FSC)

- Serves as the single, dedicated point of contact for family concerns
- FSCs work across the system to address and resolve issues and concerns
- Provides operational, family outreach and community engagement support
- Analyzes trends within schools and proactively assists in developing strategies to address family concerns within each of the school communities
- Supports the development and implementation of DOE policies and strategies to strengthen family engagement at all levels of the DOE

# Family Leadership Coordinator (FLC)

formerly known as the Borough and District Family Advocate

- Works closely with the school community focusing on parent leadership structures and building community partnerships
- Provides support and professional development to school and district parent leadership structures, including PA/PTAs, SLTs, DLTs, Title I Committees, and District Presidents' Council
- Provides strategies for developing family involvement and leadership at the school and district levels
- Promote district level family and community engagement activities and communications, with the goal of promoting student success in the district

# Teacher Development and Evaluation Coach (TDEC)

- Ensure school leaders have the information and support they need to effectively implement *Advance* - New York City's system of teacher evaluation and development
- Supports instructional leaders in using *Advance* to assess teacher practice, utilize measures of student learning to assess teacher effectiveness, and deliver high-quality developmental feedback to improve teacher effectiveness and student learning
- Develop the skills of school leaders to support the connections between teacher development and student learning, as well as, differentiate professional development for teachers

# Director of School Renewal (DSR)

- Oversees the coordination and delivery of intensive supports to NYC's most struggling schools
- Oversee implementation of School Renewal Plans to monitor progress and assess and implement necessary adjustments, in order for the schools to achieve accelerated achievement
- Ensure that school improvement activities are grounded in best practices, with a strong research base in urban school districts
- Use data collected from schools, district and central offices, and the community, as grounds for regular review and adjustments

# District Director of Early Childhood Education (ECD)

- Supports and manages the district-wide implementation of Pre-K programs in district schools
- Provides direct oversight of district Pre-K centers
- Assesses school needs and develops strategic plans with counterparts in the Division of Early Childhood Education field offices to address areas in need of improvement in Pre-K classes in particular schools and across the district
- Leads and coordinates professional development opportunities for school personnel about Pre-K practices and expectations