



Notice of Vacancy

DATE OF NOTICE: May 13, 2025

POSITION: Disciplinary Literacy Coach

LOCATIONS:

- **Albuquerque – 1 Coach**
- **Carlsbad – 2 Coaches**
- **Roswell – 1 Coach**
- **Shiprock – 1 Coach**
- **Espanola – 1 Coach**

What is Disciplinary Literacy?

Disciplinary literacy is the ability to think, read, write, and communicate in ways that align with the unique practices of a discipline. It recognizes that different subjects — such as mathematics, history, and science — require distinct strategies for engagement. In culturally responsive classrooms, secondary educators bridge students' cultural backgrounds with disciplinary learning by incorporating diverse cultural perspectives and languages and enriching students' disciplinary knowledge by recognizing their lived experiences as valuable for interpreting academic texts and solving problems within the discipline (Fang, 2012; Goldman et al., 2016). Disciplinary literacy includes how secondary educators use disciplinary texts along with comprehension strategy instruction to enhance understanding of the content-specific text and support students in accessing more advanced coursework within the subject area (Shanahan & Shanahan, 2008).

Disciplinary Literacy Coach Job Description

The Disciplinary Literacy Coach is an instructional leader with specialized knowledge in the science of reading, evidence-based practices, English Language Arts state standards, as well as the knowledge of how to work with adult learners. This coach provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. Coaches accomplish this by collaborating with leaders and teachers, engaging in practices such as co-teaching, co-planning, modeling, reflective conversations, and data chats with teachers to build teacher and school capacity to improve student achievement for all. The Disciplinary Literacy Coach will support selected school sites in the implementation of disciplinary literacy instructional practices and strategies. This aligns to the statewide literacy initiative and efforts of the Regional Educational Cooperatives (RECs) and representatives of the New Mexico Public Education Department (NMPED). Disciplinary Literacy Coaches must have the ability to support teachers in all content areas, school reading coaches/specialists, interventionists, and administrators in planning, organizing, and delivering instruction to meet individual and school-wide needs. Disciplinary Literacy Coaches will coach teachers across multiple secondary grade levels and content areas.

Assignments will include in-person support at an assigned school or multiple schools. Disciplinary Literacy Coaches will also be responsible for developing and delivering professional learning to school staff as it relates to school needs in disciplinary literacy research-based and evidence-based practices. Disciplinary Literacy Coaches will be trained in various coaching models and will also enroll and participate in various professional development opportunities.

Essential Position Functions, Domains, Standards and Functions:

- A. Knowledge of and ability to apply principles and practices that foster an inclusive and collaborative culture. Disciplinary Literacy Coaches will be able to:

- Identify and apply systems that foster an inclusive and collaborative culture (e.g., trust, confidentiality).
 - Determine and use appropriate strategies for facilitating dialogue that ensures equitable participation in small and large group settings.
 - Determine and apply strategies that promote collective responsibility for student and professional learning (e.g., Professional Learning Communities, collaborative planning, lesson study).
- B. Knowledge of and ability to apply effective pedagogy and andragogy. Disciplinary Literacy Coaches will be able to:
- Select and apply appropriate methods (e.g., co-planning, collaborative teaching, modeling, etc.) to support effective teacher practice and growth in a variety of settings, prioritizing English Language Arts, reading, and writing.
 - Identify and apply scaffolding strategies that address the strengths and needs of individual teachers (e.g., differentiation of coaching support based on strengths and areas of growth).
 - Identify and apply appropriate strategies and resources for planning, facilitating, and evaluating professional learning aligned with state and school goals.
- C. Ability to effectively collect and use data on instructional practices to inform and implement professional learning opportunities. Disciplinary Literacy Coaches will be able to:
- Determine appropriate area of focus based on observational data aligned to goals (e.g., school goals, coaching goals, learning goals, teacher goals).
 - Observe classroom instruction and active student engagement to collect data that informs the analysis of teaching and learning.
 - Collaborate with administrators, instructional leaders, and teachers to develop and implement a professional learning action plan that is informed by data analysis.
- D. Knowledge of and ability to apply effective methods for planning, implementing, and analyzing standards-based literacy instruction based on the science of reading and evidence-based practices. Disciplinary Literacy Coaches will demonstrate their abilities in and understanding of:
- The strategic use of research-based and evidence-based instructional practices grounded in the science of reading and disciplinary literacy.
 - Instructional design and planning strategies that support teachers in developing engaging, effective, standards-aligned lessons (e.g., stacking benchmarks, curriculum mapping, vertical progression of the standards).
 - How to analyze the effectiveness of lessons, instructional materials, and assessments using a variety of techniques (e.g., lesson plans, formative/summative assessments, and student work samples).
 - How to observe and analyze the implementation of instructional practices and determine the effectiveness of teaching and learning in order to provide instructional support.
 - Multi-Layered System of Supports and evidence-based literacy practices, programs, and interventions.
- E. Ability to grow professionally. Disciplinary Literacy Coaches will be able to:
- Analyze individual performance data to determine and engage in professional learning to broaden personal coaching and instructional knowledge.
 - Seek and demonstrate understanding of current evidence-based instructional practices.
 - Seek, determine, and utilize appropriate collaborative partnerships with professional learning groups to expand knowledge and improve coaching practices.
- Other duties as assigned by NWREC2 in consultation with NMPED.

These essential functions are not to be construed as a complete statement of all duties to be performed. (Employees may have other job-related duties as needs arise.)

Preferred Requirements:

- Masters' degree in a related education field, to include:
 - Education Administration

- Elementary Education
- Secondary Education
- Curriculum and Instruction
- English/Literacy
- Teaching experience (and leadership experience)
- Instructional coach experience

Minimum Requirements:

- Valid NM Teaching License (Level 2 or 3)
- Bachelor's degree in Education or a related field

Knowledge, Abilities, and Skills:

- Excellent verbal and written communication skills
- Excellent grammar, writing, editing, and research skills
- Highly organized individual, capable of handling multiple priorities, meeting deadlines, and managing time effectively
- Ability to successfully gather information from a wide variety of people in an efficient and effective manner
- Ability to work independently when necessary
- Ability to work as an effective collaborator
- Access to reliable transportation; travel required
- Understanding of Common Core State Standards for ELA grades 6-12
- Familiar with NMPED materials, such as the New Mexico Instructional Scope and the NMPED Literacy Framework

General Core Competencies for Success:

- Communication skills:
 - Clearly and effectively conveys and/or presents information verbally and summarizes what was heard to mitigate miscommunication or misunderstanding
 - Shares ideas and perspectives and encourages others to do the same
 - Informs others involved in a project of new developments
 - Disseminates information to other employees, when appropriate
 - Effectively uses multiple channels of communication to communicate important messages
 - Keeps supervisors well informed about progress and/or problems in a timely manner
 - Writes in a clear, concise, organized and convincing way for a variety of target audiences, and messages are consistently error-free and have the desired effect on the target audience
- Client Focus:
 - Prioritizes clients (internal and external) and their needs as primary and is dedicated to meeting their expectations
 - Develops and supports client relationships and seeks to build credibility and trust
 - Quickly and effectively solves client problems/issues
 - Provides prompt, attentive service in a cheerful, positive manner
 - Adapts to changing information, conditions, and/or challenges with a positive attitude
 - Incorporates customer feedback into delivery of service to provide the best experience possible for the client
- People Skills:
 - Relates well to others and treats them with respect
 - Shows diplomacy by approaching others about sensitive issues in non-threatening ways
 - Considers and responds appropriately to the needs, feelings, and capabilities of others
 - Fosters an environment conducive to open, transparent communication among all levels and positions

- Takes the initiative to get to know internal and external clients
- Functional/Technical Expertise:
 - Possesses the skills, abilities, knowledge, and experience necessary to be successful in a functional area of expertise
 - Dedicates time and energy to keeping up to date with the latest information and research related to the area of expertise
 - Learns new technologies and programs quickly and efficiently
 - Produces high quality work in an organized and prompt manner

General Individual Competencies for Success:

- Peer Relationships:
 - Finds common ground and solves problems for the good of all
 - Can represent own interests and opinions while being fair and kind to other groups
 - Solves problems with peers with minimal “noise” and conflict
 - Is seen as a collaborator and cooperative, encourages collaboration
 - Supports peers and seeks to gain their trust
- Creativity:
 - Suggest new and unique ideas
 - Easily makes connections among previously unrelated notions
 - Tends to be seen as original and adds value in brainstorming sessions
 - Takes calculated risks and is not afraid to try new things
- Self-Knowledge:
 - Seeks feedback and takes constructive criticism without being defensive
 - Gains insight from mistakes
 - Proactively looks to understand strengths and areas for growth
 - Recognizes how behaviors impact others and incorporates insight into future interactions, objectives, and goals
- Planning:
 - Accurately scopes out length and difficulty of tasks and projects
 - Sets achievable objectives and goals
 - Breaks down/divides work into logical steps
 - Develops logical schedules
 - Expects and adjusts for problems and roadblocks
 - Measures performance against goals and evaluates results
- Organization:
 - Uses time effectively and efficiently
 - Concentrates efforts based on priority of tasks
 - Can address a broad range of activities as a result of organizing time efficiently
 - Can utilize resources (people, funding, materials, and support) to complete tasks
 - Can orchestrate multiple activities cohesively to achieve a goal
 - Arranges information and files in a useful manner
- Problem-Solving:
 - Uses rigorous logic and methods to solve difficult problems and find effective solutions
 - Probes all sources for answers
 - Can sense hidden problems and provide honest analysis
 - Looks beyond the obvious and does not stop at the first answer
- Results-Oriented:
 - Reliable when it comes to meeting and exceeding expectations
 - Bottom-line oriented
 - Steadfast in pushing self and others for results
 - Faces challenging situations head-on with a positive attitude

Physical Requirements and Environmental Conditions:

- Location:
 - 100% in-person
 - Some coaching duties may be carried out at home if the Disciplinary Literacy Coach is placed at a school that is on a 4-day week schedule
- Frequency of Travel
 - Travel is required for school visits, some meetings, training, and conferences
 - Locations vary and might require overnight stays
- Light physical activities and efforts required working in a school or office environment

*Reasonable accommodation will be made per existing ADA requirements for otherwise qualified individuals with a disability.

SALARY: Level 2 - \$80,340.00
 Level 3 - \$85,160.40

APPLICATION PROCEDURES: Job Application available at <http://www.nwrec2.org>

Application packet should include: Complete **NWREC2 Employment Job Application**, Agreement, Authorization, Waiver and Release document, Letter of Interest, Current Resume, (3) Three Employment or Education References (Include Current Names, Titles, Addresses and Phone Numbers), Transcripts from each crediting college or university, Satisfactory Completion of Background Investigation, Satisfactory Completion of NM HB 128.

APPLICATION DEADLINE: May 28, 2025, or until filled

QUESTIONS ABOUT POSITION: Erin Easley, Disciplinary Literacy Coach Coordinator, NWREC2 erin@nwrec2.org

SUBMIT APPLICATION PACKET TO: Jeannene Sparks, NWREC2 Business Manager/HR
jeannene@nwrec2.org or
 PO BOX 113
 Chama, NM 87520

All Application Packets will be screened. Selected applicants will be invited for an interview. **INCOMPLETE APPLICATIONS WILL NOT BE PROCESSED.**

The Northwest Regional Education Cooperative #2 does not discriminate on the basis of race, religion, color, age, national origin, marital status, sex, disability, genetic information, political beliefs, or age in its programs, activities, services or employment or any other reason prohibited by law. The NWREC #2 also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment. If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in a meeting, please contact the NWREC #2 Office at least one week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in the various accessible formats. Please contact the NWREC #2 Office if summary or other type of accessible format is needed. The following individual has been designated to handle inquiries regarding the non-discrimination policies: Title IX/Section 504 – Valerie Trujillo, Executive Director.