

## **Job Description REC Structured Literacy Coach**

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### **Position General Summary:**

The Structured Literacy Coach will support school sites in implementation of Structured Literacy in schools requesting coaching supports. This aligns to the statewide literacy initiative and efforts between the Regional Education Cooperatives (RECs) and representatives of the New Mexico Public Education Department (NMPED).

Literacy coaches must have the ability to support teachers, school reading coaches, interventionists, and administrators in planning, organizing, and delivering instruction to meet individual and school needs utilizing state guidelines and district or charter school Literacy Plans. Assignments will include primarily in person support but will also have the opportunity for some virtual (synchronous and asynchronous supports). Literacy coaches will also be responsible for developing and delivering professional learning opportunities as it relates to school needs in Structured Literacy evidence-based practices. Coaches will be trained as local LETRS 3rd Edition Facilitators to support providing professional learning in LETRS to supporting schools and REC member districts.

### **Essential Position Functions:**

- **Facilitate the understanding of reading and writing by:**
  - Familiarize teachers and school administration with the research on foundational reading skills which include all components of language and the science of reading
  - Impart knowledge of the ELA CCSS in each grade level and WIDA ELD standards
  - Know and support teachers and school administration in alignment of curriculum, standards, statewide initiative, instruction, and assessment.
  - Understand and support learning for multilingual learners and students with disabilities.
- **Guide the understanding of pedagogy by:**
  - Familiarize and guide teachers and school administration with research-based practices in literacy instruction
  - Provide teachers with a collection of effective instructional strategies to draw upon in their instructional practices
  - Utilize NM PED's pedagogical and training supports in coaching (e.g., LETRS)
- **Provide monitoring and support by:**
  - Support data collection and analysis to ensure that data is being used effectively to inform instruction to support student growth and achievement.
  - Work with school administration to create school-wide focus on goals for literacy (reading and writing) achievement

- **Provide coaching by**
  - Understand adult learning and create a collaborative partnership with teachers to support the implementation of new teaching practices in the classroom
  - Facilitated meetings for professional learning on instructional practices, data support, classroom environments, or literacy research needed to support ongoing development of teachers
  - Complete observation and feedback cycles at least monthly to support teacher goal setting and implementation of new practices
- **Professional learning experiences provided**
  - Participate fully in professional development opportunities and professional research and reading
  - Attend all professional learning offered for Structured Literacy by NM PED to include coach training provided by PSB and Community of Practice meetings with NM PED and consulting partners
  - Regularly communicate of school administration, reading specialists, colleagues, and experts in order to keep well-informed of the current and developing research
  - Work collectively with peers and NM PED in reflecting on personal learning and how that learning supports student achievement and growth of students
  - Participant in communities of practice with colleagues to deep coaching understanding
- **Other duties as assigned by REC or NM PED**

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

**Preferred Requirements:**

- Masters' Degree in a related education field, to include:
  - Educational Administration, Elementary Education, Curriculum and Instruction, Reading, etc.
- Instructional Coach Experience

**Minimum Requirements:**

- Valid NM Teaching License (level 2 or 3)
- Bachelor's degree in Education
- Eligibility for Reading Endorsement or Certification
- Expertise in Structured Literacy

**Knowledge Abilities and Skills:**

- Excellent verbal and written communication skills.
- Solid knowledge of government, corporate and grant writing requirements, and the proven ability to meet them.
- 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 necessary information from a wide variety of people in an efficient and effective manner.
- Ability to work independently as well as an effective collaborator.
- Access to reliable transportation; travel required.

## **General Core Competencies for Success:**

### **COMMUNICATION SKILLS**

Clearly and effectively conveys and/or presents information verbally; summarizes what was heard to mitigate miscommunication; 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, as appropriate; Effectively uses multiple channels to communicate important messages; Keeps supervisor 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; The written message is consistently error-free; the written message has 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; builds credibility and trust; Quickly and effectively solves client problems; Provides prompt, attentive service in a cheerful manner; adapts to changing information, conditions, or challenges with a positive attitude; Incorporates customer feedback into delivery of service to provide the best experience possible for the client. Actively promotes RECs in community by serving as a REC ambassador.

### **PEOPLE SKILLS**

Relates well with others; treats others with respect; shares views in a tactful way; 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**

Has the skills, abilities, knowledge, and experience to be successful in functional area of expertise; Dedicates time and energy to keeping abreast of the latest information related to area of expertise and technology; Picks up on technology quickly; Does well in technical courses and seminars; Produces high quality work in 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 yet be fair to other groups; solves problems with peers with minimal “noise.” Is seen as a collaborator and is cooperative; easily gains trust and supports peers; encourages collaboration; Is candid with peers.

### **CREATIVITY**

Suggests new and unique ideas; easily makes connections among previously unrelated notions; tends to be seen as original and value-added in brainstorming sessions; takes calculated risks. Is not afraid to try new things.

**SELF KNOWLEDGE**

Seeks feedback; Gains insight from mistakes; Is open to constructive criticism; is not defensive; Proactively looks to understand strengths and areas for growth; applies information to best serve organization; Recognizes how behavior impacts others and incorporates insight into future interactions objectives and goals.

**PLANNING**

Accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into process steps. Develops schedules and task/people assignments; expects and adjusts for problems and roadblocks; measures performance against goals; evaluates results.

**ORGANIZING**

Uses time effectively and efficiently; concentrates efforts on the more important priorities; can address a broader range of activities because of organizing time efficiently. Can marshal resources (people, funding, material, support) to get things done; Can orchestrate multiple activities at once 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; excellent at honest analysis. Looks beyond the obvious and does not stop at the first answers.

**RESULTS ORIENTED**

Can be counted on to exceed goals successfully; very bottom-line oriented; steadfastly pushes self and others for results; is full of energy for the things seen as challenging; not fearful of acting with a minimum of planning. Consistently seizes opportunities and achieves or exceeds goals.

**Physical Requirements and Environmental Conditions**

- Location: Remote.
- Frequency of Travel: Travel is required for school visits to SLCs, some meetings, trainings, and conferences; locations vary and might require overnight stays.
- Light physical activities and efforts required working in a remote/office environment.

(Reasonable accommodations will be made per existing ADA requirements for otherwise qualified individuals with a disability).

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