



# NEW BRUNSWICK PUBLIC SCHOOLS

## JOB DESCRIPTION

### SPECIAL EDUCATION LITERACY RESOURCE COACH

#### REPORTS TO:

Assistant Superintendent for Pupil Personnel Services

#### SALARY GRADE:

As per negotiated NBEA agreement

#### NATURE AND SCOPE OF JOB:

A Special Education Literacy Resource Coach is an individual who has a very strong background in both the theory and the practice of literacy education (reading and writing) of students with and without disabilities. In addition, a Special Education Literacy Resource Coach demonstrates the ability to share that knowledge and experience with his/her colleagues in an effective way.

The Special Education Literacy Resource Coach is a district wide position. The Special Education Literacy Resource Coach will provide consultation and professional development activities for general education, special education and bilingual/ESL personnel within the district to support effective literacy practices for students with disabilities. The Special Education Literacy Resource Coach will have a specific focus on improving the performance of students with disabilities as they coordinate their work with other district building reading coaches. They will be assigned to schools by the district coordinator in consultation with other district personnel.

#### JOB QUALIFICATIONS:

The minimum qualifications for a Special Education Literacy Resource Coach are that an individual needs to be highly qualified with a minimum of 5 years of successful experience in teaching students with and without disabilities in general and special education classrooms to read and write (literacy). The ideal candidate would also be dually certified in special and general elementary education. In addition, the qualities that are most evident in those individuals who are likely to be successful as Special Education Literacy Resource Coach are:

#### Knowledge, Skills and Competencies

Comprehensive knowledge, gained by formal or informal learning, about the content and methodology of balanced reading instruction as it is expressed in one or more of the key areas identified by the National Reading Panel and the NJDOE:

- Motivation and Background Knowledge Phonics
- Phonemic Awareness
- Vocabulary Fluency
- Comprehension
- Writing
- Experience in assessing student skills and knowledge in reading and writing, using a variety of formal and informal assessment tool
- Experience in using assessment results to inform instruction

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- Knowledge of the learning and behavioral characteristics of students with disabilities and how these characteristics may impact literacy learning.
- Knowledge of how to adapt or supplement large group, small group or individual student instructional approaches, strategies and/or materials to the needs of students with disabilities.
- Knowledge of supplementary literacy resources, including the use of assistive technology, to support the literacy learning of students with disabilities.
- Knowledge of intensive interventions, beyond the core instructional program, for students who are not making adequate progress in literacy learning.
- Knowledge of successful techniques in classroom management and instructional planning for effective literacy instruction.
- Knowledge of theory and practice of the writing process and product, especially as it relates to early elementary students.
- In-depth knowledge of significant topics related to early literacy, such as students' literature and contemporary research in reading instruction.
- Experience and personal characteristics that predict success in working collaboratively with professionals who have various levels of responsibility for literacy education.
- Experience and personal characteristics that predict success in coaching other professionals with varying levels of experience and knowledge.
- Experience and personal characteristics that predict success in acting as a resource for literacy educators.

### ESSENTIAL JOB FUNCTIONS:

- Serve as a resource to building administrators, existing literacy coaches and instructional personnel within assigned buildings who are serving students with disabilities.
- Coordinate special education coaching activities with existing coaching support within assigned buildings.
- Review LAL achievement data for students with disabilities with building administration, general education, special education and bilingual/ESL teachers to identify areas of strength and areas in need of improvement.
- Make on-going classroom visitations as appropriate and necessary to be able to perform the duties of the Special Education Literacy Resource Coach.
- Conduct collaborative assessments of classroom practices and student achievement with individual general and special education teachers to identify area(s) to enhance literacy instruction and learning for students with disabilities. Assessment will include:
  - How students with disabilities are currently involved and progressing in all areas of balanced literacy instruction (phonemic awareness, phonics, fluency, reading comprehension, vocabulary development, motivation, background knowledge and writing; and;
  - Teachers' knowledge of and need for supplementary instructional resources, including the use of assistive technology, to support the literacy learning of students with disabilities.
- Assist in the design of intensive intervention programs for students with disabilities who are not making adequate progress in the core program.
- Develop and implement a collaborative plan that includes objective (s) and practices with general education, special education and bilingual teachers responsible for the education of students with disabilities based on mutually defined areas.

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- Based on defined areas, conduct school wide staff meetings and/or workshops. Additionally, identify and provide supplementary instructional resources and/or training as needed.
- Based on identified areas of need, provide small group and individual classroom support via coaching sessions, demonstration lessons and study groups.
- Employ a gradual release of responsibility for learning model involving initial demonstration, guided practice, feedback, reflection and ultimately independent implementation of practices by general and special education teachers.
- Participate in professional development activities to build capacity as a resource for assigned schools and to model professional behavior.
- Meet quarterly with the NJ Department of Education, Office of Special Education and Intensive Early Literacy to share, problem solve and enhance knowledge of literacy practices concerning students with disabilities.

#### OTHER DUTIES:

- Any other duties as assigned.

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