



Notice of Vacancy

DATE OF NOTICE: July 30, 2024

POSITION: Disciplinary Literacy Coach
Start Date: As soon as possible

LOCATIONS:

- **Santa Teresa and Chaparral Middle Schools - Gadsden/Las Cruces – 1 Coach**
- **Vista Middle School – Las Cruces - 1 Coach**
- **Cloudcroft High School and Tularosa High School - Tularosa/Cloudcroft – 1 Coach**

What is Disciplinary Literacy?

“Disciplinary literacy involves the use of reading, reasoning, investigating, speaking, and writing to learn and form complex content knowledge appropriate to a particular discipline.” (McConachie & Petrosky, 2010). Disciplinary literacy is not a new term for reading in the content areas (Shanahan & Shanahan, 2012); instead, it emphasizes the knowledge, skills, and tools of the experts in each discipline - the mathematicians, historians, authors, and scientists who communicate, use, and create knowledge in their respective discipline. Disciplinary literacy is not about a set of strategies we can use to help students organize text or make connections among words; it is referring to the ways of thinking, knowing, and doing that are consistent with each discipline.

Disciplinary Literacy Coach Job Description

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). 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. Literacy Coaches will coach teachers across multiple secondary grade levels and content areas. Assignments will primarily include in-person support, but there will also be opportunities to provide virtual (synchronous and asynchronous) support as well. 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. Literacy Coaches will be trained in various coaching models and will also enroll and participate in *AIM Pathways to Proficient Reading: Secondary* alongside ELA teachers from the school(s) they support.

Essential Position Functions:

- Facilitate the understanding of reading and writing by:
 - Familiarizing teachers and administrators with the research on foundational reading skills which include all components of language and the science of reading.
 - Imparting knowledge of the ELA CCSS for each grade level and WIDA ELD standards
 - Supporting teachers and administrators in aligning curriculum, standards, statewide initiatives, instruction, and assessments
 - learners and students with disabilities
- Guide the understanding of pedagogy by:
 - Familiarizing and guiding teachers and administrators with research-based and evidence-based literacy instructional practices and strategies
 - Providing teachers with a collection of effective literacy instructional strategies to draw upon in their instructional practices across all content areas.

- Utilizing the NMPED pedagogical and training supports in coaching (e.g., Student Focused Coaching, Observation Feedback Coaching Cycle)
- Provide monitoring and support by:
 - Supporting data collection and analysis to ensure that data is being used effectively to inform instruction to support student growth and achievement.
 - Working with school administration to create a school-wide focus on goals for disciplinary/cross-content literacy (reading and writing) achievement.
- Provide coaching by:
 - Understanding adult learning styles and creating a collaborative partnership with teachers to support the implementation of new teaching practices in the classroom.
 - Facilitating meetings for professional learning on instructional practices, data support, classroom environments, literacy research, and any other relevant topics to support ongoing development of teachers.
 - Completing observation and feedback cycles (at least once monthly) to support teacher goal setting and implementation of new practices.
- Participate in and provide professional learning by:
 - Participating fully in and seeking out professional development opportunities and professional research and reading
 - Attending all professional learning sessions provided for Structured Literacy Coaches and Disciplinary Literacy Coaches, including coach training provided by the NMPED Priority Schools Bureau (PSB) and Community of Practice (CoP) meetings with NMPED and consulting partners.
 - Regularly communicating with school administration, reading specialists, colleagues, and experts in order to remain well-informed on the current and developing research.
 - Working collectively with peers and NMPED in reflecting on personal learning and how that learning supports student achievement and growth.
 - Participating in CoPs with colleagues to develop a deeper understanding of coaching.
- Other duties as assigned by the REC or 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.
 - Inform 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.
 - Actively promotes RECs in communities by serving as a REC ambassador.
- 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:
 - Suggests 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:
 - Hybrid
 - Roughly 70% in-person, 30% at home/remote
- 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 remote/office environment.

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

SALARY: Level 2 - \$77,250.00
Level 3 - \$81,885.00

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: Until filled.

QUESTIONS ABOUT POSITION: Eugene Deaton, Secondary Literacy Program Lead, NMPED
eugene.deaton@ped.nm.gov or Cell phone 505-677-6393

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.

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