

Job Description

Structured Literacy Coach Coordinator

Position General Summary:

The Structured Literacy Coach Coordinator (SLC Coordinator) will coordinate efforts between the Regional Education Cooperatives (RECs) assigned Structured Literacy Coaches (SLCs) and representatives of the New Mexico Public Education Department (NMPED). The SLC Coordinator will work in collaboration with the REC executive Directors to oversee, supervise and evaluate the work of the SLCs in member district assigned elementary schools; understanding the NMPED oversees clinical supervision, professional development, and training of the SLCs in structured literacy.

The SLC Coordinator will provide supervision and support to the SLCs as well as the submission of payroll information for SLCs assigned to the respective RECs from around the state. The SLC Coordinator will supervise the daily operations of the work of the SLCs, approve sick and personal leave, coordinate individual calendars with coaches to ensure contract days are met, help to resolve any issues that may arise at school sites between the SLCs and principals, or with the respective RECs, and ensure SLCs are taking part in required clinical supervision, professional development and training offered by NM PED. The SLC Coordinator will gather outcome data for literacy initiatives and provide reporting on the outcomes.

Additionally, the SLC Coordinator will be the liaison between the SLCs and NMPED representatives.

Essential Position Functions:

- Coordinate SLCs efforts to follow legislative mandates about reading and structured literacy in rural elementary schools throughout the state.
- Serve as the SLCs primary point of contact for the structured literacy program.
- Function as a liaison between the RECs and NMPED representatives.
- Handle paperwork and processes related to the structured literacy initiative in the respective REC member-district schools; including paperwork associated with payroll for the SLCs; review and approve mileage and materials reimbursements.
- Facilitate regular meetings, group and individual, for the SLCs in conjunction with NM PED.
- Ensure the goals of the structured literacy program are being implemented in member-district schools.
- Participate, present, and showcase work of the SLCs in member-district schools around the state, share information with NM PED Representatives and REC Executive Directors.
- Collect coaching logs and data from coaching sessions from structured literacy coaches.
- Ensure SLCs have supplies and materials needed for training and professional development at school sites.
- Develop visitation schedules and visit SLCs at their assigned school sites.
- Collect, analyze, and present pre-post assessment data.

- Meet professional obligations through efficient work habits such as meeting deadlines, honoring schedules, coordinating resources and meetings on time, show respect for others.

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 Educational Administration
- Instructional Coach Experience
- Masters' Degree with concentration in Elementary Education

Minimum Requirements:

- Valid NM Teaching License
- Eligibility for Reading Endorsement or Certification
- Verification of Teacher Leader experiences
- **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).

NM RECA does not discriminate in admission of or access to, or treatment of employment in its programs and activities based on race, color, religion, age, sex, national origin, marital status, disability, genetic information, or any other reason prohibited by law.