



SPECIAL EDUCATION LITERACY COACH

Purpose Statement

The job of Special Education Literacy Coach was established for the purpose(s) of assisting Special Education teachers and other instructional staff develop strategies, skills, tools, techniques, and capacity to effectively teach reading and writing to all students.

This job reports to the Student Support Specialist or Director of Student Support Services.

Essential Functions

- Analyzes special education student data and reports findings for the purpose of sharing information with teachers and making informed decisions relative to instructional practices and developing PLEP, goals and services for an appropriate IEP.
- Attends IEP team meetings to support the IEP team in planning for the literacy needs of the special education student.
- Assesses skills and needs (both initially and ongoing) of special education students for the purpose of determining the appropriate intervention and strategies needed to bring about student achievement and gains in value added scores in reading and written expression.
- Collaborates with general ed literacy coaches, general ed teachers, other IEP team members and administrators in discussing and planning for each student.
- Demonstrates exemplary reading and written expression literacy practice and possesses a deep understanding of literacy theory for the purpose of modelling best practices in literacy and improving student achievement levels.
- Evaluates student achievement and compares to typical norms to identify deficits for the purpose of placing students in appropriate intervention and support services. The coach must also understand the student's disability and how that impacts the identification of the appropriate intervention and service.
- Leads and participates in on-going and job-embedded professional development (e.g. study groups, demonstration lessons with pre- and post-discussion analysis; workshops; trainings; and seminars) for the purpose of conveying and/or gathering information related to literacy (including reading in content areas, reading and writing skills, pedagogy, coaching and interpretation of assessment results) and assessment of student skills.
- Maintains a variety of manual and electronic files and/or records (e.g. TCAP data, student records, other data regarding literacy proficiency etc.) for the purpose of determining success of literacy coaching on student achievement and evaluation effectiveness of the literacy program special education students are utilizing.
- Mentors, observes and coaches special education teachers for the purpose of improving literacy instruction and promoting a professional learning community.
- Prepares a variety of written materials (e.g. lesson plans, scope and sequence guides, classroom materials, reports, etc.) for the purpose of demonstrating best practices in literacy instruction, documenting activities, providing written reference, and/or conveying information.
- Prepares lesson plans, in collaboration with teachers, related to student deficits in basic reading, fluency, comprehension and written expression.
- Supports special education teachers in the development of an appropriate IEP based on literacy deficits as identified through multiple sources of data in the Present Levels of Educational Performance.



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Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the District.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment; planning and managing projects; and using pertinent software applications.

KNOWLEDGE is required to have a strong basis in literacy education for students and experience with students with disabilities. Compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: lesson planning; instructional materials; and community resources.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; collate data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequency requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities, communicating with diverse groups; maintaining confidentiality; setting priorities; and promoting services within community.

Responsibility

Responsibilities include: working under limited supervision using research-based practices and/or methods; directing other persons within a small work unit; and tracking budget expenditures.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally, the job requires 40% sitting, 20% walking, and 40% standing.

EXPERIENCE: Experience teaching both reading and students with disabilities is required.

EDUCATION: Minimum of a bachelor's degree in special education or related field is required.

EQUIVALENCY: A minimum of 5 years of teaching with a concentration in literacy and working with special education students.



REQUIRED TESTING:

CERTIFICATES & LICENSES:
Teacher's Certification and/or License

FLSA STATUS:
Exempt

CONTINUING EDUCATION / TRAINING:
Maintain Licensure

CLEARANCES:
Criminal Justice Fingerprint/Background Clearance

SALARY GRADE:
Certified

Pursuant to the Williamson County Board of Education's policy of equal opportunity employment, Williamson County Schools does not discriminate on the basis of race, color, religion, age, sex, national origin, disability status, genetic information, pregnancy, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state, or local laws.