



Job Description

- JOB TITLE:** Early Literacy Coach
- DEPARTMENT:** Instructional Services
- REPORTS TO:** Instructional Services Director
- WORK LOCATION:** CCRESA Administration Building with travel
- WORK SCHEDULE:** 7.5 hour days/100 Days
- SALARY SCHEDULE:** Commensurate with skills, experience and education

SUMMARY

The Early Literacy Coach will provide leadership and coaching to county K-3 teachers around research-based strategies for the classroom, interventions, consultation, and program planning related to CCRESA's Early Literacy grant. This is a grant-funded position and employment is contingent upon availability of funds.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Collaborate with Multi-Tiered Systems of Support Team to assess needs and integrate support for literacy
- Support teachers in analyzing data to make decisions for students and class
- Fluency with utilizing formative, screening, and diagnostic tools with students to determine appropriate reading instruction
- Ability to utilize data from diagnostic tools to determine additional extra supports needed in order to read at grade level by the end of 3rd Grade
- Ability to use observational data and formative assessment processes to guide professional learning and coaching
- Use technology as an instructional and organizational tool
- Develop and model high quality literacy lessons and units for K-3 teachers
- Coach one-on-one in classrooms
- Serve as a regional source for development and delivery of professional development related to research-based literacy strategies and interventions for teachers of Grades K-3

- Participate in school improvement activities focused on improving instructional practices as evidenced by student outcomes in Grades K-3
- Participate in required trainings for Michigan ISD K-3 Literacy Coaches
- Provide training and support with implementation of a comprehensive system of literacy instruction
- Facilitate county-wide professional development for K-3 teachers
- Use WOW (World of Words) Teaching Vocabulary through Shared Book Reading with teachers
- As needed for completion of duties, attend meetings outside of normal working hours
- Perform other duties and responsibilities as may be assigned

The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all job duties that may be performed by such a person.

QUALIFICATIONS

Education: Master's Degree in Education or related field with five or more years teaching experience at Grades K-3

Experience: Minimum of three years of teaching experience at Grades K- 3

Certificates, Licenses, Registrations: Teaching Certificate

Other knowledge, skills and abilities:

1. Ability to deepen teachers' knowledge around research-based instructional strategies
2. Ability to demonstrate facilitation skills in large and small group settings
3. Willingness to accept and provide feedback from teachers, colleagues, and supervisors in order to continuously improve practices related to job responsibilities
4. Instructional skills and knowledge base in early literacy components such as phonemic awareness, phonics, fluency, vocabulary, and comprehension
5. Willingness to engage in continued professional learning to enhance individual skill related to this position
6. Ability to work well with people and maintain productive and positive interpersonal skills
7. Knowledge of current K-3 state literacy standards
8. Remain knowledgeable about current research and pedagogical recommendations relevant to the coaching role
9. Effective organizational skills
10. Effective communication skills

PHYSICAL DEMANDS

While performing the duties of this position, the employee is regularly required to sit, talk, hear, walk, drive, and occasionally move training resources. The employee must occasionally lift and/or move up to 50 pounds.

WORK ENVIRONMENT

Normal office environment. It is also anticipated that some stress will be associated with this position primarily due to deadlines and irregular workflow.

POSITION TYPE/EXPECTED HOURS OF WORK

Some flexibility in hours is allowed, but employee is generally expected to work 7.5 hours per day, 100 days a school year and be available during the core work hours of 8:00 a.m. to 4:30 p.m. (lunch hour permitted). Occasional evening and weekend work may be required as job duties demand.

TRAVEL

The employee will be expected to travel between the 6 local districts and the CCRESA administrative offices in St. Johns.

Job Description for Special Education Teacher – Early Childhood Special Education

JOB TITLE: Early Childhood Special Education (ECSE) Teacher

DEPARTMENT: Special Education

REPORTS TO: Program Supervisor

WORK LOCATION: CCRESA Educational Center

WORK SCHEDULE: School Year Calendar – 186 Days

SALARY SCHEDULE: Per master agreement

SUMMARY

Design and implement an appropriate instructional program to meet the individual needs of students with disabilities as identified through the Individualized Education Program (IEP) process.

ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Coordinate and conduct IEP Team meetings
2. Collect and utilize data for instructional planning and informed decision-making
3. Assess, plan, and implement individualized plans for each child
4. Consult and coordinate instruction, interventions, and other services with other personnel who serve the child (i.e. support staff, preschool, daycare, etc.)
5. Participate as a member of staff teams addressing the education process of students with disabilities. Provide meaningful oral reports at IEP Team meetings, parent/teacher conferences, and other school functions.
6. Maintain a professional relationship with all school personnel who are involved in the educational process of students with disabilities.
7. Involve the parent, as appropriate, in the on-going educational process that has been planned for the student in the classroom.
8. Provide training for parents and other staff as appropriate
9. Maintain a physical classroom environment that is conducive to the learning process.
10. Promptly complete and forward all records requested by administration.
11. Attend all required meetings.
12. Provide appropriate direction and assistance to assigned classroom aides, volunteers, and student teachers.
13. Plan and direct learning activities for identified children 0 - 5 years of age

14. Maintain an organized classroom program that is structured to best meet the needs of the students, inclusive of:
 - a. Lesson plans prepared in advance
 - b. Written schedules and operation format that correlates with students' IEP
 - c. Consistency in program content and expectations of students and other classroom staff
 - d. Keep appropriate student and classroom records
15. Maintain current assessments on student performance in accordance with IEP reports and directives of the immediate supervisor.
16. Make effective use of instruction materials and demonstrate effective methods of instruction to ensure that the individual student performance levels, needs, and abilities are addressed.
17. Demonstrate competency in behavioral management and maintain control of students assigned to his/her care.
18. Participate and occasionally assist in the organization of meetings, committees, and special functions.
19. Work cooperatively with support staff to provide recommended follow-through for students.
20. Assist with and/or provide supervision to students as they board and un-board the school bus.
21. Conduct oneself in a professional manner and maintain a positive image during the workday and at all work-related activities.
22. Provide as needed, dressing, feeding, toileting, lifting, restraining, and individualized care of children with disabilities.
23. Abide by all district policies and procedures and demonstrate competencies specified in the Michigan Special Education Rules and Regulations.
24. Other duties as assigned

The above statements are intended to describe the general nature and level of work being performed by a person in this position. They are not to be construed as an exhaustive list of all job duties that may be performed by such a person.

SUPERVISORY RESPONSIBILITIES

The Special Education Teacher will act as a lead worker for the paraprofessional aide assigned to the classroom and will have input into the paraprofessional's performance evaluation.

QUALIFICATIONS

Education: Possess a valid teaching certificate and meet requirements of R340.1795 in Michigan's Rules for Special Education in any of the following ways:

- An endorsement in both early childhood and special education.
- A major or minor in early childhood growth education or child growth and development and a special education endorsement with a full approval from the department of education.
- An endorsement with a designation of ZS (early childhood general and special education).

Experience: Experience in teaching children (0 - 5 years of age) with disabilities preferred

Certificates, Licenses, Registrations: Approval in appropriate area as identified in the Revised Administrative Rules for Special Education.

Other knowledge, skills and abilities:

1. Demonstrated knowledge of the necessary principles and application of theory into practice for effective instruction and positive behavioral supports that are beneficial for implementation with all students with disabilities.
2. Demonstrated knowledge of curriculum and instructional techniques; human behavior, development, and skill performance.
3. Demonstrated knowledge of individual differences in ability, personality, and interests; learning and motivation.
4. Demonstrated knowledge of the assessment and treatment of behavioral and affective disorders and effective instructional practices.
5. Ability to provide positive behavioral support to students in a group and in an individual setting.
6. Demonstrated understanding of the federal, state, and local mandates governing the determination and delivery of special education services.
7. Ability to work effectively with administrators, colleagues, central office and school based staff, students, parents and community members.
8. Excellent human relations skills and a working knowledge of the English language in written and verbal form.
9. Ability to maintain confidentiality.
10. Communication skills – ability to express ideas clearly and concisely, in writing and verbally.
11. Interpersonal skills – cooperative, courteous, flexible, good natured, and concerned with being helpful and making a good impression.
12. Effective work skills – conscientious, persistent, resourceful, productive and active.

PHYSICAL DEMANDS

Must have the use of sensory skills in order to effectively communicate and interact with students, other faculty, staff, and parents as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. The position also entails significant walking, bending, standing, stooping, and possible physical interventions in order to maintain a safe learning environment. Assignment may require the ability to physically move students or equipment weighing up to 50 lbs., position students in specialized equipment, and/or change diapers as needed.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

WORK ENVIRONMENT

Special Education classroom environment.

POSITION TYPE/EXPECTED HOURS OF WORK

Employee is expected to work 5 days per week, 7 hours per day during the school year. Occasional evening and weekend work may be required as job duties demand.

TRAVEL:

Minimal travel required.