

EPPING SCHOOL DISTRICT
JOB DESCRIPTION

TITLE: TITLE 1 READING COACH

GENERAL DESCRIPTION: The Title 1 Reading Coach provides student and staff assistance for Title 1 eligible elementary students under professional guidance and supervision from the School Reading Specialist. Title 1 Reading Coaches work with children individually or in small groups by providing appropriate reading interventions and strategies developmentally appropriate to the student(s) and consistent with Title 1 provisions. Title 1 Reading Coaches work with paraprofessionals, teachers, administrators, and outside consultants in addressing student literacy issues and needs. Responsibilities may include one student or multiple students with involved literacy needs.

QUALIFICATIONS:

1. Bachelors Degree in Education or other related field preferred or academic equivalence in a related job with a minimum of 5 years
2. Prior classroom teaching experience preferred
3. NH Certification or eligibility for certification as determined within 90 calendar days from date of hire

KNOWLEDGE: Requires knowledge in the areas of reading, writing, mathematics, behavior management, life skills, and educational professionalism to provide student instruction as specified in the state professional educator certification, and to provide staff assistance with literacy issues in the classroom. The Title 1 reading coach supports the classroom environment by understanding the following.

1. Child developmental stages from birth to age 21
2. Various factors that might prohibit typical child development
3. Different learning styles
4. Family influence on childhood learning and development
5. Variety of teaching strategies
6. Necessity of sensitivity
7. Range of classroom and behavior management strategies
8. Variety of student learning assessments
9. Various approaches to instruction, and
10. Applicable laws, rules, regulations, and procedural safeguards.

The Title 1 reading coach also coaches the classroom teacher through the understanding of reading interventions and strategies.

SKILLS: Requires demonstration of strong collaborative skills to work as part of an instructional team to support student/classroom learning and activities, problem solving skills to support student success, people skills in a service-oriented educational environment, verbal and written communication skills, organizational skills to balance demands of a multi-tasking position, and technology skills in the areas of office software, student educational software, student database software, student assistive learning software, and office equipment operation.

ABILITIES: Requires excellent attention to detail and follow through to meet student and classroom responsibilities and significant confidential responsibilities due to student and staff issues. Requires the ability to maintain flexible schedule and the physical ability to safely assist students when needed. Requires ability to provide students under professional guidance with additional reading instruction.

CLASSIFICATION: This position is designated as a support staff position subject to the Epping School District Support Staff Handbook and School Board Policy. Employment is contingent upon receipt of Federal Funds.

REPORTS TO: School Reading Specialist and School Principal

SUPERVISES: No staff supervision responsibilities

PERFORMANCE RESPONSIBILITIES:

READING, WRITING, & OTHER INSTRUCTION

1. Use instructional strategies and techniques for facilitating the integration of individuals with reading and other literacy needs into various settings.
2. Prepare and organize materials to support teaching and learning of reading.
3. Use strategies that promote students' independence for reading.
4. Reinforce reading, writing, and other such skills presented by the teacher in small groups or in one-on-one settings.
5. Assist students to use reading strategies.
6. Assist in the review and evaluation of students' work.
7. Assist in the potential identification of students with reading difficulties.
8. Carry out assessment activities to collect and document objective information about the students' strengths and needs.
9. Assist with maintaining student records including using any technology employed by the district.
10. Understand basic instructional strategies and techniques for facilitating the integration of individuals with behavior and life management needs into various settings.
11. Understand the variety of developmentally appropriate materials and equipment, including assistive technology, to support students' learning and/or life skills.
12. Act as a liaison between classroom teachers and school reading specialist to update each instructional team member on the status of the student plan, including successes and additional needs.
13. Communicate regularly with teachers, students, and other appropriate staff members on student progress.
14. Be a resource to teachers as they strive to integrate reading challenged students into their classroom activities.
15. Model appropriate interventions and train paraprofessionals to implement student reading plans.
16. Provide staff training for specific student reading plans as needed.
17. Attend training for specific student reading plans as needed.
18. Maintain data collection for students as stated in the students' plan, and to collect and document objective information about the students' strengths and needs using any technology employed by the district.

BEHAVIOR & LIFE MANAGEMENT

1. Use behavior and life management techniques for facilitating the integration of individuals with learning, behavior, and life management needs into the Title 1 program.
2. Prepare and organize learning materials to support positive behavior and good life skills.
3. Use strategies that promote students' independence for behavior management and life management.
4. Use approaches such as, but not limited to, modifying the learning environment, implementing district or building behavior programs, and implementing individual behavior plans in order to manage individual students' behavior.
5. Use strategies that support students' appropriate social and life skills.
6. Use and adapt a variety of developmentally and age appropriate materials and equipment, including assistive technology, to support students' learning and/or life skills.

PROFESSIONALISM

1. Assist in maintaining a safe, healthy learning environment that includes following prescribed policy and procedures of the school and district.
2. Function in a manner that serves as a role model to students in one's choices and actions, demonstrates the ability to use effective problem solving and appropriate social interactions, engages in flexible thinking, employs appropriate conflict management techniques and analyzes one's own personal strengths and preferences.
3. Communicate, follow instructions and use problem solving and other skills that will enable the individual to work as an effective member of the instructional team.
4. Seek help from appropriate sources as necessary.
5. Support the instructional, behavior, and life choices made for students.
6. Participate in ongoing professional development, self-evaluation and application of constructive feedback.
7. Demonstrate professional ethics by maintaining confidentiality of information regarding students, staff, and families and respecting legal rights and responsibilities of school staff and students.
8. Attend IEP and other parent and/or staff meetings at the request of a teacher or administrator.
9. Perform any additional duties, as requested by supervisor or other designated staff, which are consistent with the effective and orderly operation of the Epping School District and the goals and mission of the district.

WORKING ENVIRONMENT: Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; and sit. The employee is regularly required to see, talk and hear. The employee is regularly required to use hands to manipulate, handle, or feel. The employee is occasionally required to reach with hands and arms; climb steps; stoop, kneel, or crouch. The employee is required to supervise students requiring the employee to match walking speed that matches the student and may at times require the ability to run to safeguard students. The employee must occasionally lift, carry, move and/or restrain school-age students. Employee must occasionally move equipment and/or supplies. Employee is occasionally required to drive. Employee is regularly required to handle stressful situations and resolve conflicts. Specific vision abilities required by this job include close vision, distance vision, color vision,

peripheral vision, depth perception, and ability to adjust focus. The job is performed for the most part in a school setting with occasional outside weather conditions. The noise level is that of a typical school setting.

TERMS OF EMPLOYMENT:

1. Work year subject to individual employment contract per school district policy
2. Work day subject to individual employment contract per school district policy
3. Clear criminal background check
4. Verification of health to perform job
5. Valid NH certification as determined within ninety (90) calendar days of hire
6. Valid driver's license
7. Support staff contract with salary and benefits defined by school district policy
8. Employment and terms of employment is subject to the availability of Title 1 federal funding

The Epping School District is an Equal Opportunity Employer. Position is subject to Epping School District policy, rules, and regulations.