

## **JOB DESCRIPTION**

## **READINGTON TOWNSHIP BOARD OF EDUCATION**

**2410 Literacy Coach  
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**JOB TITLE:** LITERACY COACH

**REPORTS TO:** Supervisor of Humanities and Building Principals

### **NATURE AND SCOPE OF JOB:**

The Literacy Coach shall support the staff in implementation of research-based reading instructional strategies and in professional development of the K-8 schools, but primarily in grades K-5. The primary areas of responsibility shall be in the development and implementation of activities aimed at improving the literacy instructional skills of teachers, aides, and other support staff.

### **QUALIFICATIONS:**

The Literacy Coach shall:

1. Have teaching experience in elementary education and at least five (5) years in education.
2. Be a master teacher in Reading/Literacy with advanced training in the area of Reading/Literacy.
3. Hold a valid NJ teaching certificate. Additional instructional certification as Teacher of English, Reading Specialist or Masters in Reading/Literacy preferred.
4. Strong understanding of and experience with the workshop model.
5. Demonstrate excellent leadership and organizational skills and the ability to motivate people.
6. A deep level of understanding of the NJSLS.
7. Experience implementing adult learning theory.
8. Evidence of successful presentation skills when working with adults.
9. Experience in conducting reading and writing staff development.
10. Experience in mentoring/coaching teachers or preservice teachers preferred.
11. Ability and willingness to model effective teaching strategies.
12. Hold and maintain a valid driver's license with no serious violations.
13. Have excellent integrity and demonstrate good moral character and initiative.
14. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
15. Exhibit enthusiasm and possess the interpersonal skills to relate well with students, staff, administration, parents, and the community.

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16. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
17. Demonstrate the ability and willingness to model effective literacy teaching strategies within the classroom by planning and executing well designed lessons.
18. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
19. Meet all governmental and Readington Township certification and application requirements.
20. Meet such alternatives to the above qualifications as the Superintendent or Supervisor may find appropriate and acceptable.

### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Literacy Coach shall:

1. Work to achieve district educational goals and objectives by promoting active learning in the classroom using board-adopted curriculum and other appropriate learning activities.
2. Work cooperatively and collectively with the Supervisor of Humanities, principals, and staff to ensure that literacy programs and services are coordinated in the schools and are administered uniformly and equitably.
3. Provide leadership in the development of the K-8 instructional program, achievement of the New Jersey Student Learning Standards and district goals and objectives.
4. Ensure coordination of services and articulation of programs between two K-3 elementary schools and a 4-5 school by communicating frequently with teachers and principals.
5. Ensure that instructional programs engage the learner in tasks that require analytical and critical thinking, problem solving, and creativity; that they address each student's needs, interests, and skill levels; that they encourage the student to define individual goals and accept responsibility for learning; and that they provide a variety of methods for the student to demonstrate performance and achievement.
6. Assist in the implementation of the district's professional development program for the instructional staff at the K-8 level and recommend teacher attendance at conferences and participation in other professional growth activities.
7. Plan class activities and lesson presentations which are age and developmentally appropriate and meet the individual needs, interests and ability levels of all pupils, including students with special needs.
8. Model effective literacy teaching strategies within the classroom by planning and executing well-designed lessons.
9. Participate in and/or organize grade level and departmental meetings in order to effect horizontal and vertical continuity and articulation of the literacy program of the schools.
10. Plan and present parent workshops.

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11. Research and engage in the coaching model that will include: formal and informal observations of classroom practice, coaching sessions, demonstration lessons, co-planning and co-teaching lessons with a pre-discussion and post-discussion, and informal meetings.
12. Keep abreast of and interpret to the staff the current research in the area of curriculum development, teaching and learning.
13. Collect and analyze both formative and summative assessments in order to determine student needs and areas for instructional growth.
14. Guide teachers in collecting and analyzing data and student work to develop instructional plans for individual students and the class as a whole.
15. Collaborate with intervention teachers and classroom teachers to provide instructional transitions as students enter/exit intervention.
16. Meet on a regular basis with teachers for the purpose of implementing curriculum through effective instruction.
17. Contribute to an effective mentoring/induction program for new staff.
18. Assume appropriate responsibility for student assessment in collaboration with the district's testing coordinator and the Superintendent.
19. Assume a leadership role in the use of instructional technology usage as applied to literacy curriculum, instruction and assessment.
20. Demonstrate leadership in communicating with a variety of audiences throughout the district.
21. Maintain the confidentiality of schools, teachers, and classrooms.
22. Maintain paperwork consistently, appropriately and in a timely manner.
23. Perform other duties as may be assigned by the principals and/or Supervisor of Humanities.

### **TERMS OF EMPLOYMENT:**

The Literacy Coach shall be employed under the following terms:

1. Salary and work year to be determined by the Board of Education that shall include 5 days of per diem work over the summer.
2. Salary, benefits and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

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### **EVALUATION:**

The Supervisor of Humanities in collaboration with the Building Principals shall evaluate the Literacy Coach in accordance with Policy No. 3223, Regulation Nos. 3223.1 or 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.

**APPROVED BY:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**REVISED:** \_\_\_\_\_

## **JOB DESCRIPTION**

## **READINGTON TOWNSHIP BOARD OF EDUCATION**

**2410 Mathematics Coach**

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**JOB TITLE:** MATHEMATICS COACH

**REPORTS TO:** Supervisor of Math/Science/Technology and Building Principals

### **NATURE AND SCOPE OF JOB:**

The Math Coach shall support the staff in implementation of research-based math instructional strategies and in professional development of the K-8 schools, but primarily in grades K-5. The primary areas of responsibility shall be in the development and implementation of activities aimed at improving the math instructional skills of teachers, aides, and other support staff.

### **QUALIFICATIONS:**

The Math Coach shall:

1. Have teaching experience in elementary education and at least five (5) years in education.
2. Be master teacher in Math with advanced training in the area of Math.
3. Hold a valid NJ teacher certification. Additional instructional certification as Teacher of Math or Masters in Math or Math Education preferred.
4. Demonstrate excellent leadership and organizational skills and the ability to motivate people.
5. A deep level of understanding of the NJSLS.
6. Evidence of planning and executing well-designed mathematics instruction.
7. Experience implementing adult learning theory.
8. Evidence of successful presentation skills when working with adults.
9. Experience conducting math professional development.
10. Experience in mentoring/coaching teachers or preservice teachers preferred.
11. Ability and willingness to model effective teaching strategies
12. Hold and maintain a valid driver's license with no serious violations.
13. Have excellent integrity and demonstrate good moral character and initiative.
14. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
15. Exhibit enthusiasm and possess the interpersonal skills to relate well with students, staff, administration, parents, and the community.
16. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

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17. Demonstrate the ability and willingness to model effective math teaching strategies within the classroom by planning and executing well designed lessons.
18. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
19. Meet all governmental and Readington Township certification and application requirements.
20. Meet such alternatives to the above qualifications as the Superintendent or Supervisor may find appropriate and acceptable.

### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Math Coach shall:

1. Work to achieve district educational goals and objectives by promoting active learning in the classroom using board-adopted curriculum and other appropriate learning activities.
2. Work cooperatively and collectively with the Supervisor of Math/Science/Technology, principals, and staff to ensure that math programs and services are coordinated in the schools and are administered uniformly and equitably.
3. Provide leadership in the development of the K-8 instructional program, achievement of the New Jersey Student Learning Standards and district goals and objectives.
4. Ensure coordination of services and articulation of programs between two K-3 elementary schools and a 4-5 school by communicating frequently with teachers and principals.
5. Ensure that instructional programs engage the learner in tasks that require analytical and critical thinking, problem solving, and creativity; that they address each student's needs, interests, and skill levels; that they encourage the student to define individual goals and accept responsibility for learning; and that they provide a variety of methods for the student to demonstrate performance and achievement.
6. Assist in the implementation of the district's professional development program for the instructional staff at the K-8 level and recommend teacher attendance at conferences and participation in other professional growth activities.
7. Plan class activities and lesson presentations which are age and developmentally appropriate and meet the individual needs, interests and ability levels of all pupils, including students with special needs.
8. Model effective math teaching strategies within the classroom by planning and executing well-designed lessons.
9. Participate in and/or organize grade level and departmental meetings in order to effect horizontal and vertical continuity and articulation of the math program of the schools.
10. Plan and present parent workshops.

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11. Research and engage in the coaching model that will include: formal and informal observations of classroom practice, coaching sessions, demonstration lessons, co-planning and co-teaching lessons with a pre-discussion and post-discussion, and informal meetings.
12. Keep abreast of and interpret to the staff the current research in the area of curriculum development, teaching and learning.
13. Collect and analyze both formative and summative assessments in order to determine student needs and areas for instructional growth.
14. Guide teachers in collecting and analyzing data and student work to develop instructional plans for individual students and the class as a whole.
15. Collaborate with intervention teachers and classroom teachers to provide instructional transitions as students enter/exit intervention.
16. Meet on a regular basis with teachers for the purpose of implementing curriculum through effective instruction.
17. Contribute to an effective mentoring/induction program for new staff.
18. Assume appropriate responsibility for student assessment in collaboration with the district's testing coordinator and the Superintendent.
19. Assume a leadership role in the use of instructional technology usage as applied to math curriculum, instruction and assessment.
20. Demonstrate leadership in communicating with a variety of audiences throughout the district.
21. Maintain the confidentiality of schools, teachers, and classrooms.
22. Maintain paperwork consistently, appropriately and in a timely manner.
23. Perform other duties as may be assigned by the principals and/or Supervisor of Math, Science/Technology.

### **TERMS OF EMPLOYMENT:**

The Math Coach shall be employed under the following terms:

1. Salary and work year to be determined by the Board of Education that shall include 5 days of per diem work over the summer.
2. Salary, benefits and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

### **EVALUATION:**

The Supervisor of Math, Science, Technology in collaboration with the Building Principals shall evaluate the Math Coach in accordance with Policy No. 3223, Regulation Nos. 3223.1 or

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3223.2, this Job Description and such other criteria as shall be established by the Board of Education.

**APPROVED BY:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**REVISED:** \_\_\_\_\_

# **Job Description**

## **READINGTON TOWNSHIP BOARD OF EDUCATION**

**Supervisors - Educational**  
**0300 Supervisor of Curriculum and Instruction (SEL and Special Projects)**

**JOB TITLE:** Supervisor of Curriculum and Instruction (Social/Emotional Learning and Special Projects)

**REPORTS TO:** Superintendent

**SUPERVISES:** Teachers in grade Pre-Kindergarten through grade 8; School Counselors

### **NATURE AND SCOPE OF JOB:**

This position will require an individual to have a keen understanding of areas related to Social and Emotional Learning Initiatives (SEL) suitable for grades K-8 and have the ability to coordinate programs associated with SEL. The successful candidate will have experience developing and implementing lessons in a classroom setting related to SEL. The individual will also possess the skills to address the following areas related to Social and Emotional Learning: writing curriculum; providing workshops for teachers and parents; serving as a resource for students, staff, administrators and parents; supervising individuals responsible for school climate and culture; and having a visionary outlook for a district-wide Social and Emotional Learning program.

### **QUALIFICATIONS:**

The Supervisor of Curriculum and Instruction (SEL and Special Projects) shall:

1. hold a New Jersey certificate in supervision and/or administration;
2. hold a Master's Degree from an accredited college or university
3. possess a passion and knowledge for the development and implementation of SEL initiatives in school settings;
4. demonstrate good communication skills with K-8 students as well as adults;

5. demonstrate excellent leadership and organizational skills and the ability to motivate people;
6. Have a minimum of five years teaching experience;
7. collect data (inclusive of anecdotal notes) and analyze them to drive future instruction and to assist the coordination/enrichment of the district's SEL Program;
8. be capable and experienced in writing curriculum;
9. demonstrate a good rapport with colleagues, administrators, parents and students;
10. demonstrate creativity and a focused vision;
11. possess an eagerness to learn and be willing to attend out of district workshops and conferences;
12. continue professional growth through participation in state and national programs, conferences, and informational meetings with person(s) in related positions;
13. possess and exhibit good listening skills;
14. demonstrate a knowledge and an understanding of child growth and development, effective instructional strategies, and classroom management;
15. have experience supporting staff members in a variety of ways;
16. demonstrate flexibility and a sense of calm under pressure;
17. certifications in kids and adult yoga are recommended;
18. meet all governmental and Readington Township certification and application requirements;

19. meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable;
20. demonstrate the ability to communicate effectively in English, both orally and in writing;
21. must hold a valid New Jersey Teaching certification;
22. hold a valid New Jersey driver's license with no serious violations.

### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Supervisor (SEL and Special Projects) shall:

1. work cooperatively and collectively with principals, staff and supervisors to ensure that instructional programs and services related to SEL are coordinated in the schools uniformly and equitably;
2. mentor teachers in character education concepts;
3. teach lessons for students in grades PK-8 and model lessons for staff in grades PK-8;
4. create grade-level appropriate videos in the areas of SEL to be used in school and at home;
5. team-teach with teachers to address and identify behavioral needs;
6. write SEL and/or Character Education curriculum and Guidance Curriculum;
7. assist in curriculum revision for all content areas to infuse activities and resources related to SEL;
8. communicate and collaborate with board members, administrators, staff, students and parents in various settings such as faculty meetings, in-service days, board meetings, teacher academies;

9. provide SEL resources for board members, administrators, staff, students and parents;
10. teach workshops related to SEL (Teacher Academies, Curriculum Days);
11. observe and, when necessary, consult with teachers regarding strategies to use in their classroom throughout the school day;
12. supervise personnel assigned to ensure that all responsibilities are met and exceeded. Evaluate lesson plans and observe classes on a regular basis;
13. attend workshops and conferences for continuing education in the areas of SEL;
14. collect data (inclusive of anecdotal notes) and analyze them to drive future instruction and to assist the coordination/enrichment of the district's SEL Program;
15. demonstrate experience using google and its many features and applications to coordinate program initiatives;
16. head assemblies or find assembly topics related to SEL.
17. provide program of supervision to school counselors and conduct meetings as necessary for the proper function of the school counseling program (HIB, School Climate and Culture, SEL, and curriculum) and school counseling services.
18. Provide training for new teachers through the new teacher mentor/induction program in SEL.
19. Make regular, systematic visits and/or conferences with guidance counselors and teachers for the purpose of helping each staff member to become more professionally effective in the area of SEL and other areas related to SEL.
20. Communicate regularly with the Superintendent and with principals about the needs, successes, and general operation of the various SEL programs. Recommend policies and procedures to promote a healthy and supportive climate for learning that addresses the New Jersey Student Learning Standards and responsibility for behavior.
21. Serve as the Anti-Bullying Coordinator (HIB) and file reports as necessary as they related to the role of Anti-Bullying coordinator.

22. Assist the Supervisor of Pupil Services in job functions that related to bullying, school climate and culture, and other areas related to the intersection of special services and SEL.
23. Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.
24. Perform duties related to any specialized projects that come up that are related to SEL, character development, school climate and culture, student discipline, school counseling services, student behavior, and any other areas deemed appropriate by the Superintendent.
25. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, and contractual obligations.

#### **TERMS OF EMPLOYMENT:**

The Supervisor (SEL and Special Projects) shall be employed under the following items:

1. work year is established as a twelve (12) position;
2. salary, benefits and leave time as specified in the Collective Bargaining Agreement;
3. conditions established by laws and codes of the State; and policies, rules and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.)

**EVALUATION:** The Superintendent shall evaluate the Supervisor (SEL and Special Projects) in accordance with Policy No. 3223, this Job Description and such other criteria as shall be established by the Board of Education.

Adopted: