



DAVID DOUGLAS SCHOOL DISTRICT #40
JOB DESCRIPTION
Licensed - Teacher on Special Assignment (TOSA)

JOB TITLE: TOSA-Literacy Coach-High School

Reports To: High School Principal

Job Purpose Statement/s: The Literacy Coach will provide assessment support, classroom coaching and modeling, teacher mentoring, staff development, and other services to improve students' reading, writing, listening, and speaking skills.

Essential Job Functions:

- **Assessment:**
 - **Coordinate** pre, post, and continuous content area assessments and analyze the resulting data
 - **Support** appropriate classroom assessments by helping teachers to analyze their own student's data
 - **Use** student data to shape collaborative work with the DDHS community (administrators, staff, students); Analyze CIM, teacher recommendations, and other related data for placing students in specialized reading classes (e.g., READ 180, 12th grade remediation)
- **Coaching:**
 - **Plan** and facilitate all Literacy Committee Meetings and associated work
 - **Collaborate** with individual divisions and content area teachers, with emphasis on content area alignment, including literacy strategies
 - **Coordinate** with specialists (e.g., ESL, SPED, Merge) to ensure students are receiving the benefit(s) of DDHS's literacy efforts
 - **Offer** support to teachers working with advance readers to comprehend complex texts (informative and narrative)
 - **Develop** a Literacy Program applicable to all content areas and teachers, based on Heidi Hayes Jacobs' Active Literacy Across the Curriculum:
 - Revising Roles: Every Teacher Becomes an Active Language Teacher
 - Teaching English as a Foreign Language: Employing Three Distinctive Types of Vocabulary
 - Creative Notetaking: Activating Extraction and Reaction from Texts
 - Editing and Revising Independently: Using a Consistent Developmental Policy in Every K-12 Classroom
 - Speaking and Listening in Groups: Working with the Discussion Types Model
 - Tuning the Speaking/Listening Instrument: Giving Voice Lessons in Each Classroom
 - Mapping Active Literacy: Revising and Integrating Curriculum Maps K-12
- **New Teacher Mentor:**
 - **Support** David Douglas Instructional Strategies workshops for new teachers at DDHS
 - **Continue** to work with new teachers throughout the academic school year, ensuring that best practice literacy strategies are being implemented
- **Staff Development:**
 - **Collaborate, model** and **present** literacy strategies within professional learning teams (e.g., divisions, career pathways)
 - **Plan** Staff Development Day(s) with emphasis on literacy strategies across the curriculum

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- **Professional Development:**
 - **Research** and collect information pertinent to active literacy across the curriculum
 - **Attend** conferences and workshops pertinent to active literacy across the curriculum
 - **Build** and **maintain** a professional library related to core subjects.

Job Requirements – Qualifications:

- Facilitating teacher collaboration and planning
- Background in research based literacy and instructional strategies
- Knowledge of current literacy strategies
- 5 years teaching experience at the secondary level

Skills, Knowledge and/ or Abilities Required:

Skills in successfully teaching reading, planning, developing and implementing appropriate curriculum and assisting students in realizing success. Effective communication skills with students, parents and other school personnel.

Knowledge of best practices in reading instructional theory, curriculum, state education code and district policies.

Abilities to articulate effective reading practices, sit, stand and walk for prolonged periods, perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parent, other school personnel, meet schedule and deadlines. Significant physical abilities include lifting/ carrying/ reaching/ handling, talking/ hearing conversations, near/ far visual acuity/ depth perception and accommodation field of vision.

Essential Physical Requirements

- Moderate degree of physical stamina, with frequent lifting of up to 10 pounds and occasional lifting of up to 50 pounds required.
- Ability to move freely to various locations.
- Frequent standing, walking, sitting, and bending.
- Exposure to noise and activity of an office setting.

Education Required: Bachelor's Degree, Reading Endorsement preferred

Multi-Cultural preferred. Bi-Lingual preferred. ESOL endorsement preferred.

The David Douglas School District welcomes applications from candidates that expand the District's diversity.

Licenses and/ or Testing Required: Appropriate Teacher Standards and Practices Commission license, Criminal Justice fingerprint clearance, and valid driver's license and evidence of insurability.

Terms of Employment: Salary and work year according to the current contract and school calendar.

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's Policy on Evaluation of License Staff Personnel.

David Douglas School District Drug Testing and Criminal Background check

Per district policy all offers of employment shall be contingent upon the successful passing of a district required drug test and criminal background check. David Douglas School District's Human Resources will designate where and when the testing will be conducted. The offer of employment will be withdrawn from candidates who test positive for drugs.