

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

JOB TITLE: District Language Arts Specialist - TOSA (Teacher on Special Assignment)

Reports To: Assistant Director of Curriculum & Title Programs

Job Purpose Statement/s: David Douglas School District is committed to maximizing student outcomes for all learners through data-based decision making, meaningful collaboration, ongoing professional learning, implementation of core curriculum, and innovative, evidence-based practices. We believe every student has the ability to learn, and teachers are at the helm of that learning. This position provides district support in improving K-12 Language Arts programming with a grounding in racial equity and cultural responsiveness to support academic achievement for diverse learners.

Essential Qualities

- **Trust:** Develop trust among coworkers through honesty and fairness.
- **Communication:** Communicate in an inclusive and collaborative manner.
- **Equity:** Lead with equity and embed DDSD Equity Lens in all decision-making.
- **Vision:** Lead with vision and follow-through.
- **Personal Qualities:** Be respectful, caring, and courageous.
- **Management Style:** Be visible, humble, and a team player.
- **District-wide perspective:** Be involved in and supportive of continuous overall improvement of DDSD.

Essential Job Functions:

- **Facilitate** Language Arts curriculum adoptions for core, intervention, and supplemental materials.
- **Guide** the understanding and implementation of District-selected Language Arts curricula and instructional methods and assessments with all stakeholders (teachers, principals, coaches, families, etc.)
 - **Develop, revise, and/or update** curriculum and supporting documents to reflect current standards, Language Arts pedagogy, and curriculum pacing.
 - **Collaborate** with Language Arts teacher leaders to refine and develop common standards-based pacing plans, mid-year, and end-of-year common assessments for each grade level.
- **Facilitate** a collaborative process for the selection, procuring, and implementation of supplemental instructional materials.
- **Assist** in developing, communicating, and implementing protocols for core, intervention, and enrichment courses.
- **Demonstrate** exemplary research-based Language Arts instruction through coaching, professional learning, modeling, and collaborative planning to support high-quality, student-centered, culturally responsive Language Arts instruction.
- **Continuously monitor, track and analyze** student achievement data.
- **Collaborate** with various teams (administrators, teachers, instructional coaches, and department chairs) to facilitate the analysis of data provided by diagnostic assessments, district-level assessments, common formative assessments, and summative assessments.
- **Plan and facilitate** professional learning as it relates to Language Arts pedagogy and implementation of literacy curriculum (Tier 1 and Tier 2).
- **Assist** in establishing and implementation of an intervention curriculum review cycle.

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- **Attend** weekly Curriculum & Instruction Team meetings and collaborate/plan with TOSAs across all content and specialty areas.
- **Collaborate** with the Curriculum & Instruction Team to plan and deliver the annual professional development calendar and pre-service summer professional learning for new and returning staff members aligned to high-priority initiatives and outcomes in the area of Language Arts. This includes facilitating and delivering professional learning for the New Teacher Induction Program.
- **Intentionally work** to reduce disparities in opportunities and access for historically marginalized populations, e.g., students of color, ELL students, and students with disabilities.
- **Work** with district and school staff to plan and facilitate events for families to increase family knowledge of Language Arts content and pedagogy.
- **Serve** as a resource to communicate with, and build collaborative, collegial relationships with Administrators, Teachers/Teacher Leaders, district/building TOSAs, Instructional Assistants, families/community members, and other educational agencies.
- **Serve** as the project lead for grants geared toward the improvement of Language Arts instruction.
- **Engage** in ongoing professional learning, including regional and state networking opportunities, and incorporate learning into work with district staff.
- **Demonstrate** a professional and positive attitude when carrying out the responsibilities as a district staff member.
- **Meet** the state standards for competent and ethical performance.
- **Maintain** regular attendance at work and work activities.
- **Ability** to meet deadlines, coordinate multiple tasks, and commit to a flexible work schedule as needed.
- **Other** duties as assigned.

Job Requirements – Qualifications:

- Minimum of 5 years successful experience in teaching Language Arts at elementary and/or secondary levels.
- Literacy leadership experience at building, district, regional, and/or state level.
- Strong foundational knowledge in evidence-based Language Arts instruction and research on teaching Language Arts.
- In-depth understanding of State Standards and Language Arts Practices.
- Experience analyzing multiple data sets to inform system improvements.
- Implementation of a Multi-Tiered System of Supports (MTSS) framework.
- Knowledge of Culturally Responsive Instructional, Universal Design for Learning (UDL), and differentiation strategies
- Assessment literate
- Experience with the development and implementation of high-quality professional learning.
- Ability to work collaboratively with colleagues and administration to promote meaningful systems-level change.
- Ability to work well with people, maintain positive working relationships and solve problems.
- Strong communication and interpersonal skills
- Effective time management and organizational skills

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Experience Preferred:

- Holds an Oregon teaching certificate
- Reading endorsement preferred
- Candidates with experience at multiple levels (elementary, middle and/or high school)
- Bi-Cultural preferred
- Bi-Lingual candidate preferred

Skills, Knowledge, and/or Abilities Required:

Knowledge of Language Arts Common Core Content and Practice Standards; content and pedagogy proven to be effective for Language Arts instruction; research-based trends in Language Arts education, assessment, and professional learning; cognitive development and its implications for Language Arts learning; implementing research-based instructional strategies. Proficient use of technology for administrative functions and student learning

Skills in planning, developing, and implementing appropriate curriculum; assisting teachers in realizing success for all student learners; providing professional learning, leadership, building capacity in others, and facilitating instructional change; analyzing, interpreting, and sharing data. Effective communication both verbally and in writing; interpersonal communication; leadership and coaching of adult learners;

Abilities to stand and walk for prolonged periods, perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with district and school site administrators and staff, students, families, and other school personnel, and 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.

Education Required: Bachelor's Degree (Master's preferred). Language Arts or Reading Endorsement preferred.

Licenses, Bonding, and/or Testing Required: Appropriate State license, Criminal Justice fingerprint clearance, valid driver's license, and evidence of insurability.

Other:

- **First aid card and cardiopulmonary resuscitation certificate.**
- **Valid driver's license and vehicle available for on the job use.**
- **Must be able to travel in own vehicle between District locations in a timely manner.**

Terms of Employment: 192 days per year plus an additional minimum of 10+ days during the summer. Schedule to be determined each year based on need. Salary to be established by the collective bargaining agreement.

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