

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

**JOB TITLE:** Early Literacy Coach - TOSA (Teacher on Special Assignment)

**Reports To:** Assistant Director of 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-3 Early Literacy Instruction 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:**

- **Support** the understanding and implementation of District-adopted Early Literacy curricula, instructional methods, and assessments with all constituents (teachers, principals, coaches/specialists, paraeducators, caregivers, etc.).
- **Advocate, model and implement** David Douglas School District Educational Racial Equity policy.
- **Demonstrate** preparation and skill in working with students, staff and families/caregivers from diverse background.
- **Facilitate** the development of a district-wide science of reading-based early literacy philosophy, evidence-based resources, and instructional practices.
- **Continuously monitor, track, and analyze** systems implementation data and student achievement data.
- **Collaborate** with various teams (administrators, teachers, instructional coaches, Specialists, and TOSAs) and Early Literacy Coach counterpart to facilitate the analysis of data provided by diagnostic assessments, district-level assessments, common formative assessments, and summative assessments.
- **Plan and facilitate** professional learning related to the Science of Reading pedagogy and the implementation of literacy curricula (Tier 1 and Tier 2).
- **Coach** early literacy staff (teachers, paraeducators, specialists, admin, etc.) on effective strategies in the teaching of literacy.
- **Train and Coach** new teachers and staff on early literacy curriculum, resources, assessments, and science of reading-based strategies.

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- **Demonstrate** exemplary research-based early literacy instruction through coaching, professional learning, modeling, and collaborative planning to support high-quality, student-centered, culturally responsive Early Literacy instruction.
- **Attend** PLT and grade-level collaboration meetings; provide support to early literacy teams.
- **Organize** school visitations and observations.
- **Collaborate** with MESD and other regional resources on best practices and emerging trends related to the Science of Reading, Oregon Department of Education Early Literacy Framework, and Dyslexia.
- **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 early literacy. 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, Multilingual Learners, and students with disabilities.
- **Collaborate** with district and school staff to plan and facilitate events for caregivers to increase knowledge of early literacy skills and pedagogy.
- **Support** grants geared toward the improvement of early literacy 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.
- **Maintain** regular attendance at work and work activities.
- **Manage** multiple tasks, meet deadlines, and commit to a flexible work schedule as appropriate.
- **Other** duties as assigned.

### **Skills, Knowledge, and/or Abilities Required:**

*Skills* - Strong interpersonal skills that allow for collaborative working relationships with diverse individuals, groups, and organizations.

Experience designing and delivering professional learning to diverse learners using various delivery methods.

Effective written and oral communication skills.

*Knowledge* - Demonstrated experience engaging with and addressing issues of race and equity within the professional learning, educational system, and/or related systems.

*Ability* - Proven ability to provide exceptional customer service.

Ability to be fluid, flexible, and comfortable with special projects and work with a rapidly changing set of responsibilities.

*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, 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.

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### **Effective Interpersonal Communication**

- Works collaboratively
- Listens with compassion and empathy
- Communicates openly, honestly, and sensitively
- Builds rapport and trusting relationships
- Respects confidentiality
- Can clearly explain thinking and decision-making.
- Manages conflict effectively

### **Job Requirements – Qualifications/Experience:**

- Holds an Oregon Teaching License
- Minimum of 5 years of successful experience in teaching literacy at elementary.
- Literacy leadership experience at the building, district, regional, and/or state levels.
- Strong foundational knowledge in evidence-based early literacy instruction and research on teaching literacy.
- In-depth understanding of State Standards, the Science of Reading, and a Multi-Tiered System of Supports (MTSS) framework.
- Experience analyzing multiple data sets to inform system improvements.
- Experience designing and delivering professional learning
- Experience in mentoring and/or coaching others

**Education Required:** Bachelor's Degree (Master's preferred)

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

Multi-Cultural preferred. Bi-Lingual preferred

Reading Endorsement, LETRS trained, ODE Dyslexia trained, ECRI trained preferred

**Other:** First aid card and cardiopulmonary resuscitation certificate.

**Terms of Employment:** 192 days with up to ten extra duty days as needed. Salary to be established by 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.

### **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.

***David Douglas School District is an Equal Opportunity Employer***

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Reviewed and agreed to by:

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Employee Signature

\_\_\_\_\_  
Date

c: Principal  
Employee  
File