



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

**JOB TITLE:** Title III English Language Development TOSA

**Reports To:** Director of Multilingual Programs and Equity

**Job Purpose Statement/s:** The Title III English Language Development (ELD) TOSA is responsible for providing a comprehensive and systematic process of district support for the increased academic improvement and advancement of English Language Learners. The ELD TOSA will mentor, coach and provide model instruction and professional development collaboration to ensure consistent implementation ELD instruction based on ODE ELP Standards (K-12); support the integration of English Language instruction in the general education classrooms (K-12) and to increase the consistent use of Sheltered/Differentiated Instruction strategies in our general education.

**Essential Job Functions:**

- **Team teach** and **model**/demonstrate lessons that target and use research based strategies for ELLs
- **Mentor, coach and train** (through planning lessons and units) teachers working with high ELLs populations
- **Mentor, coach and train** (through District PLT and Building Collaboration team meetings) teams who are specifically targeting ELL Subgroups and Language Acquisition
- **Provide** teaching tips which meets the needs of ELLs
- **Plan** and **facilitate** Title III Professional Development workshops for teachers and administrators
- **Meet** and **provide support** for administrators on school visits to complete ELD Walk Arounds
- **Provide** coaching and support for administrators to use an ELD Walk Through Observation Implementation Tool
- **Meet, support** and **guide** ELD Specialists and Teachers to implement and follow the State ELP Standards
- **Organize** visitations/observations to the Elementary Language Block; Secondary ELD Class Sections; Sheltered Instruction Class Sections
- **Support** the implementation of appropriate strategies and programs that will address the needs of English Language Learners
- **Plan** and **coordinate** programs and staff development efforts with administrators, teachers and department staff. These activities will include building level and district-wide professional development classes, presentations and workshops for certified and classified staff
- **Work** closely with the Oregon Department of Education and other school districts active in the instruction of English Language Learners
- **Help** the Director of Multilingual Programs and Equity to ensure and support district compliance with state and federal ELL regulations
- **Help facilitate** ELD staff specialist meetings and task force meetings
- **Work** actively with the District's curriculum team on district-wide initiatives which directly supports ELLs
- **Perform** other related duties as assigned by the Superintendent and Director of Multilingual Programs and Equity

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### **Other Job Functions:**

- **Support** and **coach** educational assistant activities
- **Become** familiar with and uphold the enforcement of school rules, Administrative Regulations and Board Policy
- **Assist** in the district-wide planning of the Multilingual Programs
- **Maintain** accurate, complete, and correct records as required by law, district policy, and Administrative Regulations
- **Confer** with colleagues, administrators, students and/or parents when necessary
- **Participate** in various meetings for the purpose of receiving and/or providing information to support the ELLs and their families

### **Job Requirements – Qualifications:**

**Experience Preferred:** Prior job related experience as a professional development trainer, mentoring colleagues, coaching

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

*Knowledge* and experience with planning, presenting and utilizing sheltered instruction techniques (GLAD, SIOP, Constructing Meaning)

Knowledge and experience with planning, presenting and instructing explicit academic language (Systematic ELD, English Language Acquisition)

*Highly Skilled* in collaboration, group process and team facilitation

Training and/or experience multi-level instruction, integrating language and content instruction and planning/designing/implementing curriculum adaptations

*Knowledge* of current Title III, Multilingual Programs and Language Acquisition policies and practices

Knowledge and experience working with outside agencies

*Abilities* to stand and walk for prolonged periods, provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, communicate with individuals of varied cultural and educational backgrounds, and possess strong oral and written communication skills

Significant physical abilities include /reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception and accommodation

**Education Required:** Bachelor's Degree

**Licenses, Bonding and/or Testing Required:** Appropriate State license. Criminal Justice fingerprint clearance.

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#### **Preferred Endorsements and Certifications:**

ESOL Endorsement, Reading Endorsement, Sheltered Instruction/GLAD Trained, Systematic ELD Key Trainer Certified, and/or Constructing Key Trainer Certified preferred.

Bi-cultural, bi-lingual candidates preferred.

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

**Terms of Employment:** 192 days per year plus additional summer work days based on grant funding availability and professional development needs. Salary to be established by the certified 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.