



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

JOB TITLE: Multilingual Early Literacy and Dual Language Immersion 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 literacy acquisition for Multilingual Learners and supporting the implementation of a dual language immersion program. The position will require knowledge of District procedures and policies and the ability to support teachers in the identification and implementation of high-leverage, research-based instructional strategies in order to improve the language and literacy skills of Multilingual 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:

- **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 backgrounds.
- **Support** the understanding and implementation of District-adopted Early Literacy curricula, instructional methods, and assessments through a multilingual learners lens with all constituents (teachers, principals, coaches/specialists, paraeducators, caregivers, etc.).
- **Support** the understanding of DDSD's Dual Language Immersion program, the program's curricula, instructional methods, and assessments with all constituents (teachers, principals, coaches/specialists, paraeducators, caregivers, etc.).

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- **Collaborate** for the development of a district-wide science of reading-based early literacy philosophy, evidence-based resources, and instructional practices for multilingual learners.
- **Support** the development of DDS's Dual Language Immersion program.
- **Continuously monitor, track, and analyze** systems implementation and student achievement data.
- **Collaborate** with various teams (administrators, teachers, instructional coaches, Specialists, and TOSAs) 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 best practices in dual language immersion programs and language and literacy acquisition for multilingual learners.
- **Coach** (teachers, paraeducators, specialists, admin, etc.) on best practices in dual language immersion programs and language and literacy acquisition for multilingual learners.
- **Train and Coach** new teachers and staff on curriculum, resources, assessments, and evidence-based strategies.
- **Attend** PLT and grade-level collaboration meetings; provide support to early literacy teams and dual language immersion teachers.
- **Organize** school visitations and observations.
- **Collaborate** with MESD and other regional resources on best practices and emerging trends for Early literacy, multilingual learners, and dual language immersion programs.
- **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.
- **Participate** in the development, articulation, implementation, and monitoring of the Dual Language Program (at both a local and district level)
- **Assist** in improving and promoting family engagement for dual language enrolled families.
- **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.

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- **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, parents, 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.

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

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Job Requirements – Qualifications:

- Holds an Oregon Teaching License
- Minimum of 5 years of successful experience teaching literacy and Dual Language Immersion at elementary.
- 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 for multilingual learners.
- Strong foundational knowledge in evidence-based Dual Language instruction.
- In-depth understanding of State Standards, the Science of Reading, Dual Language Immersion Programs, 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. **Bilingual (fluent) in Spanish strongly preferred.**

ESOL Endorsement, Dual Language Endorsement, 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