

Sioux Falls School District 49-5

JOB DESCRIPTION

DEPARTMENT: CURRICULUM SERVICES

JOB TITLE: Elementary Literacy Teacher on Special Assignment (TOSA)

REQUIREMENTS:

- A. Education Level:** Master’s degree in Reading, or Master’s Degree with an endorsement in Reading (willingness to pursue endorsement may be acceptable).
- B. Experience Desired:** Evidence of at least five years of exemplary teaching experience in the classroom.
- C. Physical Requirements:** This position requires constant hand-eye and mind-eye coordination; speaking, writing, sitting, bending, and walking are constantly required.
- D. Other Requirements:** Ability to plan, model and provide training on targeted instructional strategies; must possess instructional technology skills, communicate effectively and relate well with students, school personnel, and parents. Have knowledge of curriculum materials, content standards and assessments.

REPORTS TO: Curriculum Coordinator

REQUIRED QUALIFICATIONS:

1. Evidence of successful experience working with adult learners.
2. Demonstrates ability to establish and maintain positive relationships with colleagues and building principals.
3. Knowledge and experience implementing best practices in reading instruction.
4. Knowledge and experience using a variety of reading assessment tools and analyzing student data.
5. Ability to collaborate with teacher teams, co-teach lessons, and do demonstration teaching.

6. Ability to think flexibly and to adapt work to the needs of teachers and students.
7. Demonstrate strong skills in oral and written communication and the ability to utilize technology for communication and instruction.
8. Demonstrate organizational skills and initiative for working with minimal direct supervision.
9. Evidence of ongoing professional learning and reflective practice to continuously improve student and adult learning.
10. Knowledge and experience using technology for communication for data analysis, for gathering and organizing information and for presentations.
11. Demonstrate ability to facilitate groups and practice facilitative behaviors.
12. A working knowledge of current research and resources in reading instruction.
13. Ability to support the design and delivery of professional development at both the district and school levels.

PERFORMANCE STANDARDS:

Curriculum, Instruction, Assessment

- Assists teacher with instructional planning to achieve reading curriculum objectives and establish a positive classroom environment.
- Assists teachers with planning and implementation of student assessments in reading.
- Assists in analyzing formal and informal data on student achievement in reading to inform instructional planning.
- Works with Coordinator in identification and selection of appropriate reading instructional materials and assessments.
- Provides relevant information from research and professional literature on best practices in reading instruction.
- Utilizes cognitive coaching to support staff growth in curriculum, reading instruction, and assessment.

Job Specific Professional Responsibilities

- Models or provides models for effective teaching strategies, specifically in the application of strategies for reading instruction.
- Provides professional development in literacy for elementary Instructional Coaches.
- Analyzes student reading achievement data to determine building needs.
- Assists in identifying, designing, and delivering individual and building level professional development related to student achievement goals in reading.
- Supports implementation of professional learning communities to enhance student achievement in reading.
- Communicates consistently and positively with staff.
- Maintains confidentiality always.

WORKING CONDITIONS:

- | | | | |
|-----------|----------------------|-----------------------|----------------------------------|
| A. | <u>Inside</u> | <u>Outside</u> | <u>Both</u>
XXX |
|-----------|----------------------|-----------------------|----------------------------------|
- B. Climatic Environment:**
Typically, work is conducted in a comfortable environment. Some District classrooms and work areas are not climate controlled and are subject to extremes of temperature and humidity.
- C. Hazards:**
For some buildings, stairs, chalkdust and exposure to communicable diseases may be a potential hazard. In science labs, there could be exposure to chemicals and fumes. Equipment that supports classroom instruction could be potentially hazardous under certain conditions. Travel between schools will cause exposure to hazardous driving and walking conditions.

I have read and understand this job description and can fulfill the essential functions as listed.

Signature

Date

Print Name