



Site-Based English Language Arts Teacher on Special Assignment (TOSA)

Classification: Certificated

Location: Assigned School(s)

Reports to: Principal or Principal Designee

FLSA Status: Exempt

Bargaining Unit: EEA

This is a standard position description to be used for certificated teacher on special assignment (TOSA) positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the position change.

Part I: Position Summary

The Site-Based English Language Arts (ELA) TOSA has the responsibilities to facilitate, model, collaborate, teach, coordinate and support reading and writing instruction in an elementary school building. Primarily responsible for working with both adults and students focused on effective teaching and learning of reading and writing utilizing district approved curriculum, instruction and assessment practices. Will be assigned to one of the elementary schools. In this role the individual will teach and lead targeted intervention groups with small groups of students. This individual will also support adult learners in ELA content and instruction.

Part II: Supervision and Controls over the Work

Works with high level of independence and professional discretion under general supervision of designated school administrator. Work governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in collective bargaining agreement.

Part III: Major Duties and Responsibilities

Duties may include, but are not limited to:

1. Builds the capacity of staff to plan for student success based on assessed needs of individual students and use of data and information to determine each student's current knowledge and skill level, set student-learning goals, and assess student progress. Supports, models and builds the capacity of individual teachers and teams to use district approved assessment tools and strategies in addition to teacher's own professional practice. Attends SST meetings regarding student progress and actively build staff capacity regarding best practices in instruction and intervention. May assist in identifying and complying with teaching and

learning and student accommodation requirements under Individual Education Plans (IEP) and 504 accommodation requirements.

2. Supports, models and builds the capacity of the teachers to work collaboratively in a professional learning community with teachers, support staff, and others as appropriate, in addressing needs of students, developing effective teaching and learning practices, and developing and implementing best practices in reading, writing, listening and speaking instruction.
3. Supports, models and builds the capacity of teaching staff to plan for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice. Uses research-based instructional strategies in planning lessons to make teaching and learning more relevant to students (e.g., contextual learning opportunities).
4. Maintains and provides reasonable and meaningful student grading and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents. Reporting may include regular posting to and maintenance of electronic grade systems with parent and student access.
5. Integrates district-approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities.
6. Creates, communicates, and maintains classroom management practices that effectively engage students in the learning process. Acceptable student behavior and related discipline procedures are well understood by students and consistently enforced to maintain a positive learning environment.
7. Actively participates in building leadership team, faculty, and grade level meetings. Assists building efforts to plan, budget, implement, and evaluate school's program and related work as required. Follows school policies and procedures, standard practices, approved curriculum, and actively and positively supports school vision.
8. Constantly observes needs and challenges of students and promptly engages administrator or appropriate educational staff associates when suspects or reasonably believes a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. Serves as a positive role model for students and practices behaviors expected of students.
9. Assists in supervision of students at school activities and events. Remains vigilant of students throughout school day and school location, taking initiative to engage students when students are acting inappropriately or in inappropriate locations for time of day.

10. Establishes a professional growth plan and annually reviews plan and progress with administrator.
11. Implements a system of support for English learner students by co-planning, co-teaching and demonstration lessons incorporate language acquisition strategies. Coordinates the pre-teach model. Creates and supports the EL para educators schedule, plans lesson for EL groups and provides oversight for interpreters and Native Language tutors. Along with the administrator, coordinates the administration of state and local EL assessments.
12. On-going lead learner for the building. Leads professional development as well as actively participates in district, regional and national professional development opportunities focused on teaching instructional best practices and elementary literacy.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a teacher certification program at an accredited college or university, and valid Washington state certification(s) and/or endorsement(s).
3. Demonstrated ELA content knowledge.
4. Ability to effectively communicate with parents, students, and staff verbally and in writing.
5. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
6. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
7. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
8. Knowledge of child and adolescent development and ability to apply that knowledge to selection and application of curriculum materials and instructional practices.
9. Knowledge and skill in use and strategies necessary to meet diverse needs of students.
10. Knowledge and skill in culturally responsive teaching and learning.

11. Skill and ability to utilize technology to aid instruction, assessment and learning.
12. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
13. Any position-specific special qualifications indicated in the recruitment process.
14. Skill and ability to lead adult professional learning in instructional best practices.

Part V: Desired Qualifications

1. Bilingual skills.
2. Successful experience teaching in a diverse student environment.
3. Successful experience in a team teaching environment.
4. Successful experience teaching elementary literacy.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described are representative of those that must be met by an employee to successfully perform essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Noise level in work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

May occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. May be exposed to blood or other potentially infectious materials during course of duties. May be exposed to infectious disease as carried by students.

May be required to travel in school owned or leased vehicles while supervising and assisting students.