



## **TOSA – LITERACY INTERVENTION SPECIALIST**

### **DEFINITION:**

Provide support and assistance to all classroom teachers (Alternative, Dual Language Immersion, SEI, and Mainstream) in the full and skillful implementation of the District's adopted Reading/Language Arts Program and approved ELD support materials.

### **DUTIES:**

- Conduct demonstration lessons to insure that all teachers have been trained to an advanced level of delivery and are using the instructional materials designed.
- Provides on-site staff development to ensure that all teachers are knowledgeable about English Language Arts and English Language Development components and understand the instructional design of how approved programs meet the standards.
- Assist teachers in building an interactive classroom environment focused on the content and learning strategies embedded in the ELA/ELD programs.
- Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students including English Learners.
- Assists teachers in preparation and pacing for instruction.
- Participates in collaborative grade level meetings and/or staff meetings to assist in the analysis and utilization of assessment data to improve student achievement.
- Assists grade level teams in setting goals for improved instruction.
- Meets regularly with the principal to review assessment data and to assess the outcomes of goals established by grade level teams.
- Prepares forms, records, and reports as directed.
- Attends meetings and trainings as directed.
- Performs other related duties as assigned.

### **MINIMUM QUALIFICATIONS:**

- Valid California Teaching Credential with appropriate authorizations.
- Bachelor's degree, including all courses needed to meet credential requirements.
- NCLB and HQT compliant
- CLAD or BCLAD
- Three years or more of successful elementary classroom teaching experience working with students, including English Learners and students with diverse learning needs.
- Demonstrated skills working with at-risk students in intervention setting.
- Bilingual preferred

### **LICENSES AND OTHER REQUIREMENTS:**

- Valid California driver's license

### **PERSONAL QUALITIES:**

- Professional appearance, grooming, and personality which establish a desirable example for students.
- Enthusiastic, patient and tactful
- Cooperative
- Proven leadership skills in working with adults
- Enjoy working with young people
- High level of organizational skills

#### PHYSICAL DEMANDS:

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

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is occasionally required to stand; walk; sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; and stoop, kneel, or crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

#### WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Revised: May 2015