



# TEACHER

## TEACHER ON SPECIAL ASSIGNMENT (READ ACT)

### JOB DESCRIPTION

<b>JOB TITLE:</b>	Teacher - (TOSA) Read Act	<b>FLSA STATUS:</b>	Exempt
<b>REPORTS TO:</b>	Director of Academics	<b>PAY GRADE:</b>	TCH
<b>LOCATION:</b>	Education Support Services	<b>DAYS:</b>	188
<b>FUNDING:</b>	This position is Grant Funded	<b>JOB ID &amp; DATE:</b>	TCH-23   September 2023

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### JOB PURPOSE SUMMARY

The Teacher on Special Assignment (TOSA) - READ Act will play a crucial role in the development and implementation of daily reading intervention strategies to improve reading proficiency and literacy skills among students. This position is dedicated to enhancing the reading curriculum, providing targeted support, and ensuring the success of the READ Act initiatives within the district.

### REQUIREMENTS

#### Education Level Details

Bachelor's degree in Education or related field from an accredited college or university  
Master's degree in Reading, Literacy, or a related field (preferred)

#### License / Certification Required

Must possess or qualify for a valid teaching license in the state of Colorado  
Reading Specialist endorsement or certification (preferred)

#### Work Experience Required

Minimum of five years of successful classroom teaching experience  
Demonstrated expertise in reading

#### Other Skills and Abilities Required

Deep knowledge of literacy development and reading assessment practices  
Understanding of the READ Act and state literacy standards  
Strong organizational and planning skills  
Effective communication and collaboration skills to work with teachers, administrators, and parents  
Commitment to staying current with best practices in reading instruction and research

### FUNDING

This position is grant-funded and is dependent on the successful renewal of grants each year. Employment in this role is subject to the availability of grant funding. The district will make every effort to provide advance notice if funding is not realized.

### EVALUATION

Performance will be evaluated annually in accordance with the provision of Adams County School District Board Policy, GCOA-Evaluation of Instructional Staff.

## **ESSENTIAL TEACHER DUTIES AND RESPONSIBILITIES**

### Instructional Strategies

- Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and show written evidence of preparation as required. Prepare lessons that reflect accommodations for differences in individual students. Design instructional activities which enhance the objectives and which reflect an interdisciplinary/thematic approach to teaching.
- Plan and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of students assigned and present subject matter according to guidelines established by the district, board policies, and administrative regulations.
- Conduct assessment of student learning styles and use results to plan instructional activities.
- Work cooperatively with Special Education, 504, CLDE, and Gifted and Talented teachers, coaches and specialists to modify curricula as needed to meet the instructional needs and IEP's for all students.
- Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
- Uses technology to strengthen the teaching/learning process

### Student Growth and Development

- Connect students to interest/passion career opportunities and coordinate learning opportunities for students on-and-off campus
- Be a positive role model for students and support the mission of the school district.

### Classroom Management and Organization

- Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
- Manage student behavior in accordance with Student Code of Conduct / Student Handbook.
- Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.

### Communication

- Establish and maintain a professional relationship and open communication with parents, students, colleagues, and community members.

### Professional Growth and Development

- Participate in staff development activities to improve job-related skills.

#### Policy, Reports, and Law

- Comply with policies established by Federal and State law, State Board of Education rule, and local Board Policy.
- Perform other duties as assigned by the building Principal and the Superintendent of Schools.

### **TOSA SPECIFIC RESPONSIBILITIES**

#### Major Responsibilities

- Collaborate with Tier I teachers regarding the progress students are making in intervention
- Assist teachers in developing and monitoring manageable short term goal for students
- Support mainstream classrooms with rotations or centers
- Train staff on the development, implementation and monitoring of Tier II and Tier II interventions
- Monitor read plans
- Collaborate with school leadership and teachers to design, implement, and evaluate daily reading intervention programs tailored to meet the needs of struggling readers.
- Utilize research-based strategies and materials to improve students' reading skills.
- Analyze student data and assessments to identify specific areas of need and track progress.
- Offer training and professional development opportunities to teachers and staff on effective reading instruction and intervention strategies.
- Work one-on-one or in small groups with students who require intensive reading interventions.
- Create personalized reading plans for struggling readers and monitor their progress regularly.
- Collaborate with teachers and specialists to differentiate instruction for students with diverse needs.
- Collect and analyze data related to reading proficiency and intervention effectiveness.
- Generate reports to inform school administrators and district leadership about the impact of reading interventions.
- Contribute to the development and enhancement of the district's reading curriculum by identifying and incorporating evidence-based practices.
- Collaborate with curriculum specialists and teachers to align reading instruction with state standards.
- Foster partnerships with parents and the community to support reading initiatives.
- Organize family literacy events and workshops to encourage reading at home.

**SUPERVISORY RESPONSIBILITIES**

Plan and assign work to instructional aide(s) and volunteer(s) and oversee completion.

**PHYSICAL REQUIREMENTS/WORKING CONDITIONS**

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

**Physical Demands:** While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl.. The employee must regularly lift and/or move up to 40 pounds.

**Work Environment:** While performing the duties of this job, the employee will work primarily in a usual office or school environment. The Employee may be required to work from a remote location in the event of a district shut-down or other event.

**Mental Functions:** While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

Employee Printed Name: \_\_\_\_\_  
Signature: \_\_\_\_\_

Employee ID Number: \_\_\_\_\_  
Date: \_\_\_\_\_