



EMERGENT LITERACY SPECIALIST STANDARD POSITION DESCRIPTION

Position Title: K-2 Emergent Literacy Specialist

Location: Assigned School(s), District Office

Reports to: Early Learning Coordinator

FLSA Status: Exempt

Bargaining Unit: Yes

This is a standard position description to be used for licensed 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 employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

The employee serves as a teacher leader and specialist in emergent literacy best practices and facilitates professional development related to the classroom and district's instruction and curriculum goals aligned with demonstrated instructional/professional needs. As a leader and specialist, the employee works with the Early Learning Coordinator, Teaching Learning and Professional Development and K-2 classroom teachers by identifying, developing, and implementing curriculum, assessment and instructional strategies designed to improve student learning in literacy. Instructional specialists share in the responsibility for student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance, discipline, and welfare.

Part II: Supervision and Controls over the Work:

The employee works with a high level of independence and professional discretion under the general supervision of a designated district administrator. The employee's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of state statutes, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Part III: Major Duties and Responsibilities:

1. As a leader and specialist in emergent literacy, the instructional coach develops and facilitates professional learning opportunities for a cohort of up to ten grade-specific (Kindergarten, First Grade and Second Grade) classroom teachers, elementary principals and district coaches in instruction and assessment strategies that promote achievement for all students. Evening meetings will be required and compensation time will be provided.

2. The Emergent Literacy Specialist collaborates with and coaches assigned classroom teachers in planning for specific student learning outcomes based on assessed needs of individual students and the use of data and information to determine each student's current knowledge and skill level, support student learning goals, and assess student progress. The assessment of student needs includes the use of district approved assessment tools and strategies in addition to the teachers own professional practice. Emergent Literacy Specialists may, as needed, conduct classroom instruction either for direct learning by students or for demonstrating effective intervention and teaching practices for classroom teachers.
3. The Emergent Literacy Specialist works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective teaching and learning practices, and developing and implementing best practices.
4. The Emergent Literacy Specialist assists teachers in using research-based instructional and learning strategies and content specific, differentiated instruction in assisting teachers in planning, delivering, and assessing lessons and individual student success.
5. The Emergent Literacy Specialist develops, obtains, maintains and provides student data related to the specific content area(s). The teacher provides leadership in assessing the data on a school-wide basis to participate in and support the school improvement plan.
6. The Emergent Literacy Specialist integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities.
7. The Emergent Literacy Specialist, as appropriate, actively participates as an advisor, resource specialist, and facilitator in faculty, grade level, department, and/or professional learning community meetings.
8. The Emergent Literacy Specialist is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of student.
9. The Emergent Literacy Specialist may assist in the supervision of students at school activities and events. The teacher remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day.
10. The Emergent Literacy Specialist participates in professional learning opportunities in support of District-wide mission, vision and goals. Including, participation in a weeklong, overnight, professional development for equity event within the first contract year of employment. Participation will be

considered paid workdays. Time required beyond a scheduled eight-hour work day will be compensated at the current curriculum rate or pre-approved compensatory time.

11. The instructional coach will perform such other duties and responsibilities as are assigned.

Part IV: Minimum Qualifications:

- 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.
- Successful completion of a teacher certification program at an accredited college or university.
- Must hold or be able to obtain Oregon Educator licensure with a Subject Matter Endorsement specific to the content area taught in this position.
- Advanced skills in assessment and the use of data to inform and support intervention strategies targeted to the needs of individual students. Knowledge and skill in the application of specialized content area assessment instruments and strategies.
- Demonstrated ability to function effectively as a teacher leader to include gaining the confidence and support of all members of the professional learning community.
- Ability to effectively communicate with parents, students, and staff verbally and in writing.
- Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
- Knowledge of early childhood development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.
- Knowledge and skill in the use and strategies necessary to meet the diverse needs of students.
- Knowledge and skill in culturally responsive teaching and learning.
- Skill and ability to utilize technology to aid instruction, assessment and learning.
- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- Ability to attend one of the annual opportunities for an off-site, five-day, equity training (registration,



lodging, mileage and food provided.)

- Valid Oregon driver's license
- Ability to travel between work sites during the work day using a personal vehicle which meets district insurance requirements.
- Any position specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications:

- Successful experience teaching in a diverse student environment.
- Successful experience effectively leading adult learners.
- Successful experience in the grade level(s) and/or content area(s).
- Reading Endorsement preferred

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment 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 frequently required to sit, speak, move about, hear and be visually observant of learning activities. The employee may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 50 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues according to established protocols.

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

The employee may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties and respond according to established protocols.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.